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Home Ec Education
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Distributive Education
Special Needs
Health Occupations

Montana

FY 1981 ACCOUNTABILITY REPORT

PLEASE RETURN

VOCATIONAL EDUCATION IN MONTANA
ANNUAL ACCOUNTABILITY REPORT FOR FISCAL YEAR 1981

Prepared by:
Office of Public Instruction
Department of Vocational Services
Ed Argenbright, Superintendent

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TED SCHWINDEN
GOVERNOR

111
State of Montana
Office of the Governor
Helena 59620

RECEIVED
FEB 10 1981
SUPERINTENDENT
OF PUBLIC INSTRUCTION

February 6, 1981

Mr. Ed Argenbright
Superintendent of Public
Instruction
State Capitol
Helena, Montana 59601

Dear Superintendent Argenbright:

This letter concerns OMB Circular A-95 which provides that my office is to review and comment on state plans or applications that agencies of the state are planning to submit to federal agencies.

Since you are a constitutional, elected official of the state and since you have statutory authority to request and expend federal monies for public schools, it is my view that the clearinghouse requirement under Circular A-95 does not apply to your office. So that there may be no confusion on this point, this letter is provided to you to assure federal officials that I will not offer any comments concerning any plans or applications submitted by you for federal funds. I understand, however, that you will send to my office for information purposes only, a copy of all such plans or applications.

I trust that this letter will serve you with respect to Circular A-95. If you have any problems concerning this matter, please let me know.

Sincerely,

TED SCHWINDEN
Governor

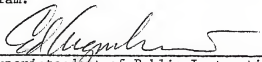
STATE CERTIFICATION

STATE OF MONTANA

I hereby certify:

1. That the Superintendent of Public Instruction in this state is eligible to submit the accountability report for vocational education as authorized under Part A of Title I of the Vocational Education Act (20 U.S.C. 2301 et seq.);
2. That the Superintendent of Public Instruction has authority under state law to perform the functions of the state under the program;
3. That the State legally may carry out each provision of the foregoing report;
4. That all provisions of the foregoing report are consistent with state law;
5. That the Assistant Superintendent/State Director/Administrator for the Department of Vocational Education Services has authority under state law to receive, hold, and disburse federal funds;
6. That the Assistant Superintendent/State Director/Administrator for the Department of Vocational Education Services has authority to submit the foregoing report;
7. That the Montana Office of Public Instruction has adopted and formally approved the foregoing report;
8. That the foregoing report is the basis for state operation and administration of the program.

Aug. 3, 1984
Date


Superintendent of Public Instruction

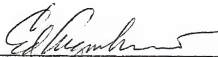
CERTIFICATION BY SUPERINTENDENT
OF PUBLIC INSTRUCTION

State of Montana

I hereby certify that the attached FY 81 Accountability Report was adopted by the Superintendent of Public Instruction.

All information and representations contained in the Report have been coordinated with the agencies, councils and individuals as required by law and that the final adoption has been made by the Superintendent of Public Instruction.

Aug. 3 1982
Date


Superintendent of Public Instruction



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Mary Thoman, Ph.D.
Executive Director

August 12, 1982

The Honorable Ed Argenbright
Superintendent
Office of Public Instruction
Vocational Services Division
Helena, MT 59620

Dear Superintendent Argenbright:

The Montana Advisory Council for Vocational Education has been actively involved in the preparation of the 1983-85 State Plan. Three members of MACVE were appointed to the State Planning Council. The required number of meetings were held and members were provided ample opportunity to provide input and comments on the upcoming Plan.

Numerous local surveys were conducted to solicit "in the field" ideas on distribution of funding. Local schools submitted five-year plans with program and fund priorities.

Occupational supply/demand reports have delayed the completion of the State Plan but the improved reporting format should enhance the Plan.

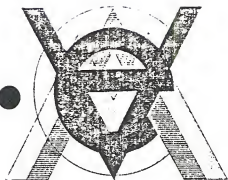
The major recommendation the Council makes is that vocational planning efforts be more systematic and make better utilization of available data. (Projections for programs should reflect results of surveys, local data on enrollments and programs, technical assistance requests, employment data, etc.)

Sincerely,

GEORGE MCCALLUM
Chairman

gs

George McCallum, Chairman
Dr. Jon Jourdonnais,
Vice-Chairman
Forrest Boles
Sister Madelon Burns
Dr. Alex Capdeville
A. R. Collins, Jr.
Laurie Ekanger
Mark Etchart
Ralph O. Godtland
Susan Gust
Nora Hanson
Elena Korsmo
Peggy MacDonald
Dr. Virgil Poore
Dale Rawlings
James M. Schultz
Gordon H. Simmons
Jessica Stickney
Sanny Tobin
J. Melvin Williams
William J. Wohlers



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Mary Thoman, Ph.D.
Executive Director

April 23, 1982

Dennis Sheehy
State Plan Specialist
Office of Public Instruction
1300 11th Avenue
Helena, MT 59620

Dear Dennis:

Following are four general recommendations for your consideration while developing the next annual plan.

1. Review the funding formula. Funding should enhance the development of quality programs. For that reason, the funding formula should not be an entitlement. Grants should be allocated to vocational programs on the basis of quality factors.
2. Updated administrative policies and procedures for vocational education should be included in the plan.
3. The plan should reflect a summation of evaluators' findings and indicate what action, if any, is to be taken during this next planning cycle in accordance with the findings.
4. A mini plan that would summarize the plan would be useful to the public and local administrators.

The Office of Public Instruction is to be commended for the local vocational input being solicited for this upcoming 3-5 year plan.

The Council appreciates the opportunity to provide input.

Thank you,

MARY THOMAN
Executive Director

George McCallum, Chairman
Dr. Jon Jourdonnais,
Vice-Chairman
Forrest Boles
Sister Madelon Burns
Dr. Alex Cutdreville
A. R. Collins, Jr.
Laune Ekanger
Mark Etchart
Ralph O. Goddard
Susan Gust
Nora Hanson
Elena Korsmo
Peggy MacDonald
Dr. Vaght Poore
Dale Rawlings
James M. Schultz
Gordon H. Simmons
Jessica Suckney
Sanny Tobin
J. Melvin Williams
William J. Wohlers

Certification of State Planning Council
for Vocational Education

State of Montana

We certify that as representatives of the agencies, councils and individuals specified in Section 107(a)(1) of Public Law 94-482, we convened at four meetings during the development of the 1983-1988 Five Year State Plan for Vocational Education in Montana and actively participated in said Plan and the 1981 Accountability Report.

<u>Signature</u>	<u>Representing</u>	<u>Date</u>
<u>Robert Hoban</u>	<u>Community Colleges</u>	<u>6/16/82</u>
<u>John A. Anderson</u>	<u>S.A.C. D.E.</u>	<u>6/16/82</u>
<u>Dr. P. H. Hardus</u>	<u>M.A.S.A.</u>	<u>6/16/82</u>
<u>Barbara E. Rellerson</u>	<u>Montana Vocational Association</u>	<u>6/16/82</u>
<u>Susan Lugin</u>	<u>Montana Vocational Association</u>	<u>6/16/82</u>
<u>John H. Finneran</u> (CHRMN)	<u>M.S.B.A.</u>	<u>8/11/82</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Certification of State Planning Committee
for Vocational Education

State of Montana

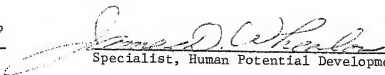
We certify that as representatives of the agencies, councils and individuals specified in Section 107(a)(1) of Public Law 94-482, we convened at four meetings during the development of the 1983-1988 Five Year State Plan for Vocational Education in Montana and actively participated in said Plan and the 1981 Accountability Report.

[illegible]

CERTIFICATION OF EQUAL ACCESS

I hereby certify that I have had the opportunity to assist in the development and review of the attached FY 83-88 Five Year Plan for Vocational Education and FY 81 Accountability Report as required by P.L. 94-482, Section 109, (A)(3)(B) and that it meets the requirements for sex equity and assures equal access to vocational education opportunities as prescribed by Section 104(b)(1)(2); 107(b)(4)(A)(B).

8/11/82
Date


Specialist, Human Potential Development

CERTIFICATE OF ESTABLISHMENT
OF
STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
STATE OF MONTANA

I hereby certify that the State has established on September 22, 1977, a State Occupational Information Coordinating Committee in accordance with the provisions of Section 161 (b)(2), Vocational Education Act of 1963, as amended by P.L. 94-482.

The following persons have been selected to serve on the Montana State Occupational Information Coordinating Committee:

Chet Rusek, Administrator
Administrative Services Division
Department of Labor and Industry

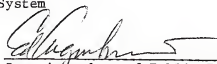
Gary Curtis, Administrator
Job Service/Employment and Training Division
Department of Labor and Industry

W. R. Donaldson, Administrator
Rehabilitative Services Division
Department of Social and Rehabilitation Services

Gene R. Christiaansen, Assistant Superintendent
Department of Vocational Education Services
Office of Public Instruction

Irving E. Dayton, Commissioner
Montana University System

Aug. 3, 1982
/Date


Superintendent of Public Instruction
Ed Argenbright, Executive Officer

CERTIFICATION BY SUPERINTENDENT OF PUBLIC INSTRUCTION
OF INVOLVEMENT OF DESIGNATED AGENCIES

The Superintendent of Public Instruction certifies that representatives required in Section 107(a)(1) of Public Law 94-482 have been afforded opportunity for involvement in formulation of the FY 83-88 Five Year State Plan and FY 81 Accountability Report.

Four meetings were held as follows:

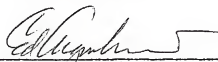
Date

March 31, 1982
April 28, 1982
May 26, 1982
June 16, 1982

Location

Helena, Montana
Helena, Montana
Helena, Montana
Helena, Montana

Aug. 3, 1982
Date


Superintendent of Public Instruction

NEWS

Ed Argenbright Superintendent of Public Instruction

For further information contact:

Gene Christiaansen
Assistant Superintendent
Vocational Education Services
449-2410

FOR IMMEDIATE RELEASE

The Office of Public Instruction will hold a public hearing June 16 using the Montana Educational Telephone System to receive comments on the 1983-88 Five-Year Plan for Vocational Education in Montana at the following locations:

Eastern Montana College, Billings; University of Montana, Missoula; Western Montana College, Dillon; Northern Montana College, Havre; Miles Community College, Miles City; Dawson Community College, Glendive; Box Elder BIA; Crow Agency BIA; Harlem BIA; Poplar BIA; Ronan BIA; Blackfoot Community College, Browning; Montana School for Deaf and Blind, Great Falls; Montana Tech, Butte; Metcalf Memorial Senior Citizens Center, Anaconda; Montana State University, Bozeman; Wolf Point High School; Malta High School; Fort Peck High School; Cascade High School; Episcopal Church, Big Timber; Colstrip High School; Ray Bjork School, Helena; and Roundup High School.

Written copies of the draft plan will be available at the METS sites for public review during normal office hours from June 12 to June 16. The conference will be held from 1:30 to 4:30 p.m. on June 16.

Persons wishing to comment on the Plan may attend a conference site or submit written comment to the Office of Public Instruction, State Capitol, Helena 59620.

CERTIFICATION OF NOTIFICATION
OF NEED TO ESTABLISH
LOCAL ADVISORY COUNCILS

I, the Superintendent of Public Instruction, certify that eligible recipients have been notified that they must establish a Local Advisory Council for Vocational Education in accordance with Section 105(g) of P.L. 94-482.

And further certify that each eligible recipient receiving assistance under P.L. 94-482 has certified to the establishment of such councils.

Aug. 3, 1982
Date

E. L. [Signature]
Superintendent of Public Instruction

FISCAL YEAR 1981 ACCOUNTABILITY REPORT FOR VOCATIONAL EDUCATION

INTRODUCTION

The Fiscal Year 1981 Accountability Report is provided to reflect the operation of vocational education programs in Montana based on the 1980-82 Three Year Plan for Vocational Education. This report is designed to provide data on goals and accomplishments by program, general operations and statistical analysis. The overall goal of the Department of Vocational Services is to provide the resources, assistance and expertise to continue and expand the quality of vocational education in this state. This goal is achieved through the efficient allocation of resources, continued growth and cooperation between the many entities associated with vocational education.

During fiscal year 1981, thirty-two thousand fifty students were served by regular vocational programs, including twenty-eight thousand fifty-six at the secondary level and three thousand nine hundred ninety-four at the post-secondary level.

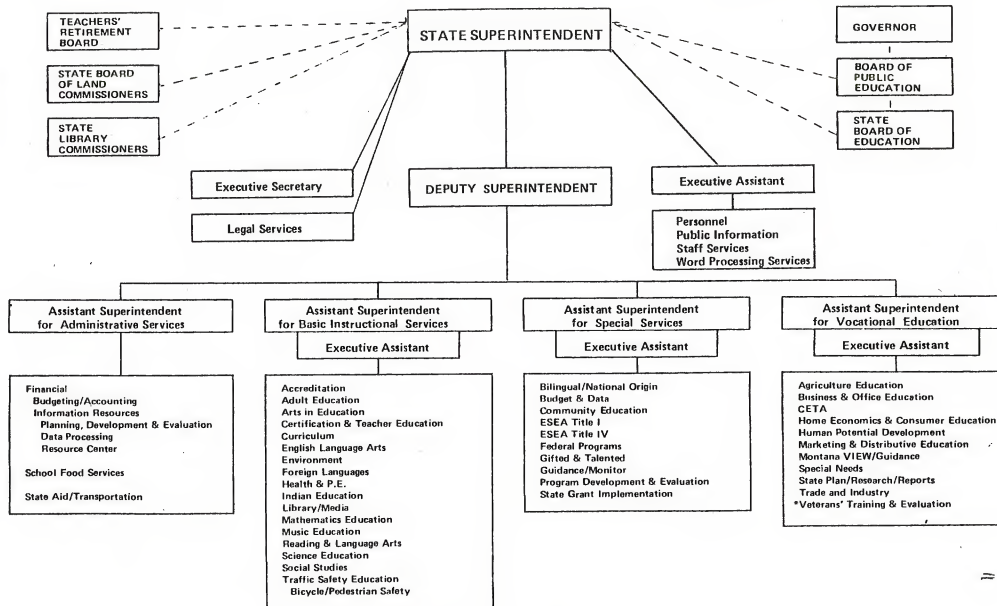
Projects provided in Montana included:

<u>Projects</u>	<u>Area</u>	<u>Enrollment</u>
402	Secondary	28,056
53	Postsecondary	3,994
17	Disadvantaged	1,000
9	Handicapped	316
2	Special Disadvantaged	157
2	Research	
3	Curriculum	
12	Teacher Development	
6	Guidance	
21	Apprenticeship	
1	Emerging and Emergency Occupations	
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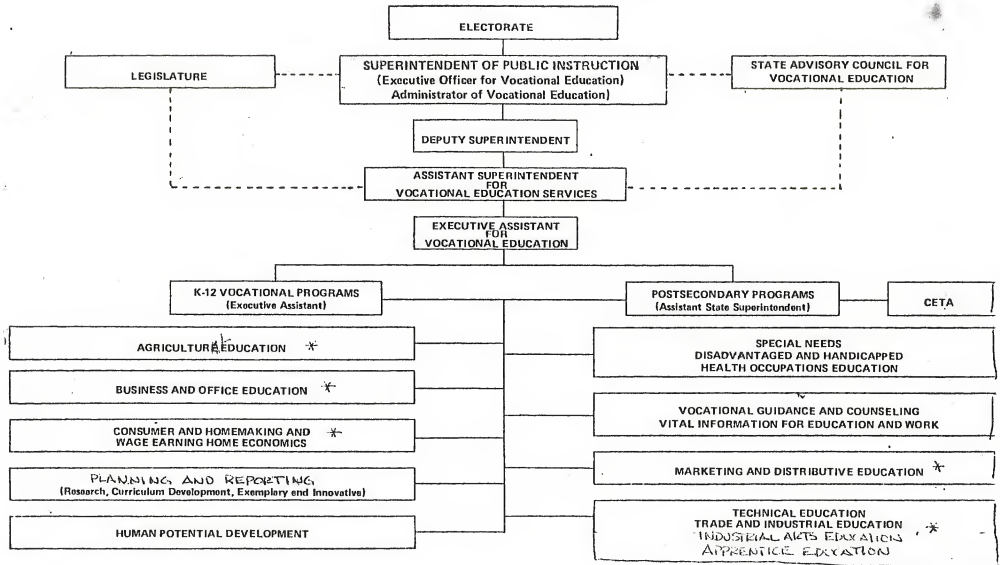
*Some duplication in enrollment count is assumed.

Local educational agencies involved with vocational education were one hundred nine secondary high schools, five postsecondary vocational-technical centers, three universities and colleges, three correctional institutions, one community college, three state agencies and two special institutions.

It should be noted that statistical information supplied in this report may be subject to change due to fiscal year end adjustment but the most current data available is supplied. Also, it should be noted that staffing patterns, philosophies and programs are based on fiscal year 1981 activities and may not currently be the same as supplied in this report.



VOCATIONAL EDUCATION SERVICES



NOTE: STUDENT ORGANIZATIONAL LEADERSHIP AT THE STATE LEVEL IS VESTED IN PROGRAM AREAS INDICATED BY *

VOCATIONAL EDUCATION IN MONTANA
ANNUAL ACCOUNTABILITY REPORT 1981

I. Compliance with Stipulated Assurances and Administrative Policies

A major responsibility of a state educational agency is to allocate federal funds for vocational education fairly, efficiently, and in compliance with regulations established by the Department of Education. During FY 81, the Office of Public Instruction of the State of Montana discharged its responsibilities to vocational students of the state and to the Department of Education by complying with each of the assurances given in the state plan. Central to the accountability function were the following features:

- a. Continuous liaison was maintained with the Montana Advisory Council for Vocational Education. The council meets eight times a year. Members of the administrative and program staff of the Office of Public Instruction attend these meetings to provide information and coordination of activities.
- b. All federal and state vocational education funds were distributed on the basis of annual applications which were further documented by annual project reports at the end of the school year.
- c. Schools received federal fund support for vocational education on the basis of strict application of the priority and allocation formulas described in the 1980-82 Three Year Plan. A summary of amounts received by each institution in the state is included.
- d. Assurances regarding fiscal control and account procedures were closely monitored. The State of Montana imposes a handicap on educational agencies by its use of the Statewide Budgeting and Accounting System (SBAS) that is not particularly adaptable to Department of Education requirements.

II. Goals

The following restatements of goals for each vocational skill area are excerpted from Montana's 1980-82 Three Year Plan. The extent to which each goal was achieved in 1981 is stated under accomplishments.

A. AGRICULTURE EDUCATION

Program Description

Vocational Agriculture programs will continue to be offered during fiscal year 1981 at the secondary, postsecondary and adult levels to provide students with entry level and/or advanced technical skills related to agriculture/agribusiness occupations.

Vocational Agriculture is typically offered in grades 9 through 12 at the secondary level, and in two-year programs at the postsecondary level.

The majority of Vocational Agriculture programs are in the category of agriculture production, although programs are also offered in the categories of agriculture, supplies, mechanization, products, resources, ornamental horticulture and forestry.

1. Goals

- a. On-sight evaluations
- b. Establish one new program
- c. Develop and Implement a student follow-up
- d. Increase FFA membership
- e. Increase female enrollment in vocational agriculture

Comparison of Planned and Actual Goal Achievement

	Planned FY 81		Actual FY 81	
	Programs	Enrollments	Programs	Enrollments
Secondary	71	4204	71	3937
Postsecondary	4	120	4	106
Adult	0	0	0	0

2. Accomplishments

- a. On-site evaluations were conducted in cooperation with MACVE at 15 schools. Eleven of those schools evaluated have Vo-Ag programs. In addition, the Vo-Ag specialist made technical assistance visits to 35 programs.
- b. New Vo-Ag programs were started at Arlee and Ekalaka exceeded the stated goal.
- c. A follow-up system was developed and pilot tested at 8 schools.
- d. The goal for FFA membership was exceeded by 62 members (2161 FFA members).
- e. Resource materials useful to Vo-Ag teachers in evaluating curriculum, classroom strategies and activities were distributed to all Vo-Ag teachers. The OPI Human Potential Development Specialist presented a workshop on sex equity to approximately 65 Vo-Ag teachers.

B. DISTRIBUTIVE EDUCATION

Program Description

The objectives of Distributive Education are to prepare students for entry-level employment in marketing and distributive occupations, to upgrade the skills of employed workers, and to provide students with postsecondary training below the baccalaureate level in Distributive Education. The curriculum is designed to provide instruction in the areas of Marketing, Merchandising, and Management and involves programs at the secondary and postsecondary levels of education.

All secondary level Distributive Education programs are currently classified as General Merchandising because they are a-l general in nature. This is unsatisfactory however, since General Merchandising is only one of a total twenty-two distributive occupations currently assigned Office of Education codes. Although there are common competencies needed for all distributive occupations, efforts will be made during fiscal year 1981 to individualize instruction to meet the needs of individual students and their chosen occupational areas of study.

Since data on expansion and replacement needs in General Merchandising is not available, the sum total of expansion and replacement needs for all distributive occupational areas has been taken into consideration. Using these figures, there is indication that formal secondary and postsecondary training programs can supply only 13.4% of the demand requirement. The obvious conclusion is that all areas of Distributive Education in Montana are greatly under supplied with trained workers.

FY 81 Distributive Education Enrollments

	<u>No. Programs</u>	<u>Planned</u>	<u>No. Programs</u>	<u>Actual</u>
Secondary	19	1,500	19	1,506
Postsecondary	4	375	5	564
Collegiate	1	12	1	15
Adult	0	0	0	0
TOTALS	24	1,887	25	2,085

FY 81 Cooperative Education Enrollments

Secondary	40	1,200	49	966
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C. HEALTH OCCUPATIONS

Program Description

The health occupation programs are offered at the secondary, postsecondary and adult education level. Secondary programs provide the student with basic courses and skills for entry-level employment as a nurse's aide/attendant. Career exploration of health-related occupations is also included. The program consists of classroom, laboratory, and clinical experience in a health agency. There will be only one program of this type (at Missoula) available to secondary students in Montana. The projected estimated enrollment will be 25. Postsecondary programs consist of respiratory therapy technician, operating room technicians, dental assistants, nurse's aide/attendant, and practical nursing courses. On successful completion of these programs, the students will be prepared for entry-level employment in the chosen area.

The practical nursing programs are approved and accredited by the Montana State Board of Nursing and the student is eligible to take the state board examination for licensure as a L.P.N. The employment rate for students that complete these programs is near 90 percent.

FY 1981 ACCOUNTABILITY REPORT-HEALTH OCCUPATIONS

1. FY 1981 Goals and Objectives

- a. The Department of Vocational Education will become active in evaluating the position of practical nurse education
- b. Resources and direction will be provided to practical nurse educators in developing objectives, curriculum and standardizing programs
- c. Develop time frame for implementing new standards
- d. Evaluate all Health Education programs
- e. Develop standards and criteria for Health Education instructors
- f. Provide opportunities for Health Occupation educators to attend meetings and workshops on practical nursing education
- g. Develop an informational exchange with educators, institutions and agencies
- h. Inform the community of the current position of the Department of Vocational Education Services on Health Occupations Education
- i. Health Occupations Education programs and enrollments compared:

2. Accomplishments

	Planned FY 1981		Actual FY 1981	
	Programs	Enrollments	Programs	Enrollments
a. Secondary	1	28	1	24
Postsecondary	10	557	10	1124
Adult	0	0	0	0
b.	Progress on evaluating the position of practical nurse education was limited to monitoring the progress of national and state trends. No major changes are expected for several years.			
c.	A format for curriculum standardization was completed for practical nursing in the five vocational technical centers.			
d.	A time frame for implementing new standards was developed for practical nursing.			
1.)	Formal team evaluations are scheduled for FY 82 and FY 83. Practical nursing was closely evaluated as part of the standardization process.			
2.)	There was no progress in FY 81 on standards and criteria for Health Education instructors.			
3.)	Meetings were held during the State Vocational Education Leadership Conference with a variety of presenters active on the national scene.			

D. CONSUMER AND HOMEMAKING EDUCATION

The objectives of consumer and homemaking education are to prepare youth and adults for the occupation of homemaker, to assist consumers, and to enable individuals to create a quality personal and family life and to help improve home environments. The consumer homemaking program components shall include, but are not limited to: Family and Parenting Education, Child Development, Food and Nutrition, Consumer Education, Housing and Interior Environments, Management of Resources, and Clothing and Textiles.

1. Goals and Objectives for FY 81

- a. Comprehensive evaluation of 20 percent of all reimbursed consumer and homemaking programs.
- b. Area inservice workshops for all Consumer and Homemaker Education instructors will be conducted with the support of Section 150 funds.
- c. Encourage Consumer and Homemaking instructors to increase the involvement of the advisory council in curriculum revision, in evaluating existing programs, and in publicizing the program.
- d. A home economics curriculum scope and sequence with behavior objectives will be developed and will be compiled, printed in booklet form, disseminated, and implemented statewide.
- e. Implement procedures for the distribution of Section 150 funds for Consumer and Homemaking programs in economically depressed and high unemployment areas.

2. Accomplishments

- a. During FY 81, 16 percent of all approved Consumer and Homemaking programs were formally evaluated. Additionally, numerous consultant reviews were made to programs during the year.
- b. Nine area inservice workshops were conducted with topics presented focusing on curriculum development, sex equity, parenting education, nutrition education, and housing curriculum.
- c. Program reviews and project reviews emphasize advisory councils and their role and scope. Working with home economics teachers to encourage and increase involvement of the local advisory council is a continual goal.
- d. A Vocational Home Economics Curriculum Guide containing flow charts and learner outcomes for the five basic areas of home economics has been developed. This publication has been distributed statewide.
- e. Goal 5 has been completed. A system for distribution of Section 150 funds to consumer homemaking programs in economically depressed and high unemployment areas was devised and implemented.

E. WAGE EARNING HOME ECONOMICS

Program Description

The objectives of Wage Earning Home Economics Education programs are to prepare students for entry-level employment in Home Economics Wage Earning Occupations; provide students with postsecondary training; and to upgrade the skills of employed workers. In Montana, the Home Economics Wage Earning program contributes to the employment needs in Child Care Services; Clothing Management Services; Food Management Services; and HERO (Home Economics Related Occupations).

There are currently 15 funded secondary school programs providing training in Wage Earning Occupations.

1. Goals and Objectives for FY 81

- a. Comprehensive evaluations of 20 percent of all reimbursed Wage Earning Home Economics programs are projected to occur.
- b. Encourage Wage Earning Home Economics instructors to increase the involvement of their advisory council in curriculum revision, in evaluating existing programs and in publicizing the program.
- c. Area inservice workshops for all Wage Earning Home Economics education instructors will be conducted.
- d. Provide information and inservice training for instructors with wage earning classes at the secondary level to better understand the integration of the vocational student organization, HERO, as an integral part of the program.
- e. Implement a standardized vocational education follow-up system of Home Economics Wage Earning students in Montana secondary schools.

2. Accomplishments

- a. Through the team evaluation process, 20 percent of the funded Wage Earning programs were formally evaluated.
- b. Program reviews and project reviews emphasize advisory councils and their role and scope. Working with home economics teachers to encourage and increase involvement of the local advisory council is a continual goal.

Accomplishments

- c. Five regional inservice workshops were conducted and program offerings were designed based on input solicited from home economics instructors.
- d. Efforts were made to train instructors on integrating HERO into wage earning programs through on-site visits by the State Adviser to chapters and by providing preservice training in the university methods classes. In addition, a workshop was conducted on this topic at the state HERO conference for all local chapter advisers.
- e. This goal was partially accomplished. A follow-up system was developed and field tested in eight high school districts.

F. BUSINESS AND OFFICE EDUCATION

Program Description

The primary purpose of Business and Office Education is to provide instruction in business-related courses and experiences that will enhance opportunities for students seeking employment in the business community. It is also the purpose of Business and Office Education to provide adequate instruction for initial employment and to upgrade presently employed persons for advancement in jobs that facilitate the function of the office.

Notable elements that relate to quality programs in Business and Office Education are:

- instructors' competencies
- advisory committee involvement
- student organizations
- adequate facilities
- up-to-date modern equipment
- vocational objectives
- effective guidance and counseling

Eighty-three secondary Business and Office programs were funded in FY 81. In order for a secondary program to be considered an approved vocational Business and Office program, it must contain at least the basic business core (typing, accounting, shorthand, and other related courses). It must then be completed, or capped, with a course that integrates all the skills learned in the basic core.

The "capstone" course (integrated skills course) is the only part of the program that is considered for funding, in accordance with the state vocational education guidelines.

The three classes that are usually approved as capstone courses are: Secretarial Office Practice, Clerical Office Practice and Simulated Model Office. In some instances other titles are approved if they meet the criteria for a capstone course.

The instruction in the capstone course must include the following (not limited to): office functions, records management, communication and basic language skills, production typing, machine transcription, receptionist and telephone training, business machines and math, human relations, word/information processing, and job search techniques. Other desirable units of instruction

might include keypunch training and the concepts involved in word and data processing. A two-hour block of time for the capstone course is encouraged.

Postsecondary Business and Office programs are offered at all five of the vocational-technical centers as well as the community colleges.

The postsecondary schools provide training across a wide variety of fields including bookkeeping, accounting, business data processing, general clerical, stenographer, secretarial and related typing, and key punch.

Successful adult programs, although not funded at present with vocational earmarked monies, are offered in many schools across the state.

There are presently business teacher education programs at Montana State University, University of Montana, Northern Montana College, Western Montana College, and Eastern Montana College. All five train business teachers, but only Montana State University, University of Montana, and Northern Montana College offer the classes necessary for the graduates to become vocationally certified.

1. Goals and Objectives for FY 81

- a. Improve the quality of the capstone courses being approved for funding.
- b. Evaluation of 20 percent of business and office programs.
- c. Provide inservice and preservice training for business teachers.
- d. Increase the number of OEA chapters.
- e. Increase the number of males that participate in the capstone courses.

2. Accomplishments

- a. All projects submitted were reviewed. One hundred programs from 90 schools were approved. Forty-two programs were placed on probation for FY 82. Most of the probationary items were due to program changes that required more information to be submitted.

Many projects were visited during the formal evaluation process and visitations. This allowed the business and office specialist to give technical assistance to the schools.

- b. Twenty two schools with business and office programs were formally evaluated and eight schools with business and office programs were visited. This represents 28.8 percent of the approved programs.
- c. Workshops, on word/information processing, micro-computer, typewriting, student organizations, were offered for inservice at the MBEA portion of the annual MVA conference. Information on incorporating computers in the business and office curriculum was offered at Montana State University during the annual Business Education Day.

A typewriter repair workshop was offered in several locations across the state. There were 25 to 30 participants at each location. This workshop has received recognition from other states and Canada. A reprographics workshop was offered and the reprographics equipment was made available during the year for use in several schools. Workshops on office simulation, shorthand, guidance, and word processing were offered at the various colleges and universities.

- d. There were 20 secondary chapters with 398 secondary members, two postsecondary chapters with 40 members, one collegiate chapter with 10 members and 31 professional members for a total of 23 chapters and 479 members in FY 81. OEA has shown a gradual growth each year.
- e. The number of males in the capstone courses continues to gradually increase. The latest statistics show 35 percent of the students enrolled in the capstone courses are male.

G. TECHNICAL EDUCATION

Program Description

Technical Education Programs in Montana are two years in length and are conducted only at the postsecondary level. Funded programs are located at Butte, Helena and Missoula Vocational-Technical Centers. These programs include Civil Engineering Technology, Electrical Technology, Industrial Electronics Technology and Electro-Mechanical Technology.

Technical Education objectives are generally the same as Trade and Industrial Education programs with the main difference that the content in technical programs stresses the underlying mathematical and scientific principles involved. Technical education graduates work in direct support of professional persons at a level between semi-skilled and professional. They are involved in analysis, design, testing and experimentation - functions usually not the primary tasks of trade and industrial or other vocational graduates.

General information about Technical Education programs is the same as the narrative and program goals for Trade and Industrial Education.

H. TRADE AND INDUSTRIAL EDUCATION

Program Description

Primary objectives of Trade and Industrial Education in Montana are to prepare students for entry into employment, and to upgrade the skills of employed workers in fields of work classified as trade and industrial, such as Auto Mechanics, Carpentry, Electronics and many others. The curriculum is built around the skills and knowledge needed on the job and also provides for the development of safety judgment, trade ethics, personal traits, and leadership abilities.

Secondary programs are conducted primarily for students in grades 11 and 12 who will be equipped with minimum entry-level skills upon completion. Trade and Industrial Education programs serve as the top end of an overall industrial education sequence that includes Industrial Arts. Industrial Arts Education begins at the elementary level and provides awareness of industry and occupations,

leads to exploratory experiences using the materials, processes, and tools involved, and may provide prevocational experiences through specialized instruction similar to the basics of trade and industrial courses.

The key elements that distinguish secondary trade and industrial programs from the specialized industrial arts programs are:

1. vocational objectives;
2. content derived from job requirements;
3. facilities and equipment similar to that encountered on the job;
4. scheduling of block periods to allow time for in-depth instruction;
5. instructors with trade experience and vocational course work; and
6. integration of vocational student organization activities into the program.

Each year secondary trade and industrial program applications are reviewed on the basis of program guidelines which became effective in FY 1980. These guidelines along with the addition of industrial arts to the list of fundable programs brought about a major recategorization of industrial education programs in Montana high schools. The major effect is that some schools formerly attempting to conduct trade and industrial programs now operate as prevocational industrial arts--a category in line with their school objectives. A few schools no longer participate in vocational education funding as a result of noncompliance with guidelines in either category.

Postsecondary trade and industrial education is conducted at the state's five vocational-technical centers, three community colleges, and one four-year institution which conducts certificate and associate degree programs as well as trade and industrial teacher education. State and federal vocational funding of regular postsecondary programs is limited to the vocational-technical centers. These centers offer programs in seventeen different occupational headings from air conditioning to watchmaking. Students may prepare for employment, upgrade skills or learn new skills.

Adult programs of trade and industrial education are offered by many schools in Montana to provide upgrading of skills and preparation for employment. State and federal funding is not available from vocational education sources for the adult level, but program consultative assistance is offered to encourage continuity and quality in adult programs.

Related instruction for apprenticeship programs is conducted jointly by local districts and the Joint Apprenticeship and Training Committees in the community. State law gives responsibility to state and local vocational education agencies for the conduct of related instruction. Federal funds are provided to local educational agencies through application to the Office of Public Instruction. Facilities, equipment and, in many cases, instructors are supplied by schools which share costs with the Joint Apprenticeship and Training Committees. Record keeping for apprentices is handled by the Montana Apprenticeship Bureau. The state specialist for Trade and Industrial Education coordinates the funding system.

Trade and industrial teacher education is conducted at Northern Montana College. Funding from federal sources is provided upon approval of applications submitted for projects which meet specific objectives pertaining to preservice or inservice for teachers.

Trade and industrial education programs in Montana strive not only to develop student trade skills and knowledge, but personal traits as well. As an integral part of the program, activities of the local VICA (Vocational Industrial Clubs of America) chapter provide the means for individuals to develop confidence, positive self concept, and attitudes that make them better employees, citizens and leaders in their chosen occupational fields.

1. Goals and Objectives for FY 81 (Trade and Industrial Education)

- a. Evaluate 20 percent of all approved programs.
- b. Develop curriculum guide
- c. Standardize curriculum programs at postsecondary centers.
- d. Implement new guidelines.
- e. Increase student participation in VICA.
- f. Provide inservice training to trade and industrial teachers.
- g. Improve instructor certification procedures.
- h. Promote sex fairness in industrial education programs.
- i. Promote active advisory committees for all programs.
- j. Assist local programs in coordinating with employment training.
- k. Assist local programs in meeting the needs of disadvantaged and handicapped students.
- l. Gather follow-up information from trade and industrial programs.

2. Accomplishments

- a. There were 20 out of 89 secondary programs evaluated, thus exceeding the 20 percent goal. No postsecondary programs were evaluated during 1981. Postsecondary programs will be evaluated in the next two years.
- b. Due to funding limitations and other priorities, no curriculum work was undertaken in FY 81. This does remain a need.
- c. Curriculum standardization work was begun in the area of auto mechanics during FY 81. Three work meetings were conducted and curricular problems ironed out. Implementation awaits solving of administrative constraints.

- d. Applications for funding in FY 81 were reviewed on the basis of the new program guidelines which were fully implemented this year. Trade and industrial programs which were placed on probation the previous year either complied fully or were not approved. Some programs previously funded as trade and industrial were recategorized to pre-vocational industrial arts.
- e. Workshops at the Fall VICA Conference and several mailings to present VICA advisors were used to increase student participation in VICA. Information was mailed to eight schools as a result of interest expressed. One new chapter was organized.
- f. Four contracts were written with individuals who worked on various projects during the year. These assisted much in meeting the goal of inservice. Higher attendance at the state conference, more candidates for state office, more participants in contests, and more involvement in local skill contests are indicators of an increased level of activities among existing clubs.

Inservice was provided by Montana State University in the area of occupational information for industrial education programs. No technical workshops were conducted with teacher training funds. Eight workshops were conducted at the October professional association convention and one was repeated in four regional meetings.

- g. Instructor certification procedures were not improved. This remains a priority.
 - h. Sex fairness was promoted in industrial education programs by integrating activities into inservice sessions and by determining status of the 20 programs evaluated.
 - i. Activities promoting advisory committees took place during on-site evaluations. At each location, a meeting was held with local school personnel and advisory committee members. Topics included positive effects of advisory committee involvement, suggested activities, and means of conducting advisory committee activities.
- A project of Montana State University was funded to develop a program of assistance to schools in the use of advisory committees.
- j. No assistance requested.

- k. A variety of programs were conducted in the trade and industrial area for disadvantaged and handicapped students. Specific information is outlined in the section on Special Vocational Needs.
- l. A follow-up project at Montana State University was completed in FY 81. The need to disseminate the information and forms to all schools exists. State conducted follow ups will be developed in FY 82.

Comparison of Planned and Actual Goal Achievement

	Planned FY 81		Actual FY 81	
	<u>Programs</u>	<u>Enrollments</u>	<u>Programs</u>	<u>Enrollments</u>
Secondary	110	4518	89	4410
Postsecondary	31	1426	31	2537
Adult	0	0	26	510
			(apprenticeships)	

3. Goals and Objectives for FY 81 (Industrial Arts)

- a. Complete the recategorization of all industrial education programs, including industrial arts.
- b. Develop teachers who are knowledgeable in the methods of organizing and conducting occupationally oriented industrial arts programs.
- c. Conduct research into the current status of industrial arts in the state.

4. Accomplishments

- a. The recategorization of all industrial education programs was fully realized this year with the processing of FY 82 applications.
- b. Five regional meetings were held to complete a series of eight over a two-year period. These meetings were held in cooperation with Montana State University and were given on the topic of methods of conducting occupationally oriented industrial arts programs.
- c. A planned research project was not funded since a national project is under way. The results of the national study will influence future planning in the state.

Comparison of Planned and Actual Goal Achievement

	Planned FY 81		Actual FY 81	
	<u>Programs</u>	<u>Enrollments</u>	<u>Programs</u>	<u>Enrollments</u>
Secondary	29	840	36	1282

I. COOPERATIVE VOCATIONAL EDUCATION GOALS AND RATIONALE

The cooperative vocational education method provides instruction through a joint agreement between a school and a public or private employer by which required academic courses and related vocational instruction are combined with a paying job in a related occupational field. The two experiences are planned and coordinated by the school and the employer so that each contributes to the student's education and employability.

The cooperative method enables the student to work in an actual job setting, to gain skills relevant to a career, to explore employer-employee relationships, to adopt positive attitudes toward work and production, to gain the benefit of earning wages, and to gain an understanding of how his or her studies in the classroom relate to an actual career. By providing the actual experience of working for an employer, the student's future job placement may be facilitated, and the gap between vocational education and the world of work may be more effectively bridged.

Difficulties that must be overcome in developing a cooperative training program focus on a greater expenditure of time and energy on behalf of the actual instructors and their school administrators. They must effectively handle conflicts in class scheduling, transportation problems, limitations in placement opportunities--especially in small rural communities, contacts with employers, and instructor-student-employer relationships. Students are paid at least at the legal minimum hourly wage rate while they are working under the cooperative agreement.

Although the demand is high for this type of training program, sufficient funds are not available through local, state and federal sources. Therefore, cooperative programs may decrease over the next five years.

1. Summary of FY 81 Cooperative Education Program Activities

- a. On-site team evaluations to ten percent of the secondary cooperative education programs.

- b. Reviewed cooperative education addendums for approval or disapproval for state reimbursement.
- c. Reviewed and filed FY 81 cooperative education training agreements representing all disciplines for 23 schools and 40 programs.
- d. Served as guest speaker to the University of Montana and Montana State University vocational cooperative education classes.
- e. Served on the delphi committee for the revision of the Montana Cooperative Education Handbook.
- f. On-site visitations to 12 secondary cooperative education programs.
- g. Participated with Job Service to advertise and process forms for Targeted Jobs Tax Credit program for employers who hired cooperative education students.

2. FY 81 Cooperative Education Goals

- a. Team evaluation of 20 percent of the cooperative education programs is projected to be accomplished during FY 81.
- b. Develop vocational cooperative education program standards for special needs students.
- c. Upgrade existing cooperative education programs so that they meet vocational cooperative education standards for program approval.
- d. Revise and update the Cooperative Education Coordinators handbook.
- e. Initiate procedures for the development of new program standards for cooperative education on the secondary, postsecondary and collegiate level.

3. Accomplishments

- a. Revision of the Cooperative Education Coordinators handbook has been completed and will be issued to all cooperative education programs during the Fall of 1981.
- b. Team evaluation of ten percent of the cooperative education programs.

- c. Updated data on authorization of vocational education personnel to meet standards for program approval. Reviewed all cooperative education personnel authorization applications to insure qualified coordinators for all cooperative education programs.
- d. Ten percent of the cooperative education programs were visited to upgrade and maintain quality programs.
- e. Tax Credit for Employers Participating in Cooperative Education

- 1) The Revenue Act of 1978 established a Targeted Jobs Tax Credit (TJTC) for employers who hired cooperative education students. The Department of Vocational Education Services signed a letter of agreement with the Montana Job Service to participate and advertise the TJTC program.

Approximately 450 cooperative education students were certified in 1981 and about 350 in the 1982 school year. The certification process is an ongoing process. However, the legislation changed as of July 9, 1982. The Senate Finance Committee has approved a proposal on Targeted Jobs Tax Credit and now all cooperative education students will be eligible for Targeted Jobs Tax Credit and there is no disadvantaged limitation to this category.

In addition, the Targeted Jobs Tax Credit will be extended for three years and employers may claim a tax credit for 30 percent of the wages of the cooperative vocational education students up to 3,000 the first year. The second year employers may claim 15 percent of the first 3,000.

COMPARISON OF PLANNED AND ACTUAL GOAL ACHIEVEMENT

	<u>No. Programs</u>	<u>Enrollments Planned</u>	<u>No. Programs</u>	<u>Enrollments Actual</u>
Secondary	40	1,200	49	966
 <u>Program Area</u>				
Agriculture	3	120	4	30
Business & Office	10	303	13	237
Distributive Education	19	530	19	475
Health	1	20	1	4
Home Economics	3	120	6	90
Trade & Industry	4	105	5	122
Special Needs	0	2	1	8
TOTALS	<u>40</u>	<u>1,200</u>	<u>49</u>	<u>966</u>

J. VOCATIONAL GUIDANCE SERVICES - MONTANA VIEW

Vocational guidance services is an integral part of the educational process and involves a comprehensive program designed to assist all individuals in vocational decision making and how to obtain training needed to accommodate the occupational decision. A guidance program represents an organized effort to help individuals develop their potential. Guidance should include, but is not limited to, testing, counseling, information, placement of students in further training or on the job and follow-up of those students. Emphasis has been placed upon information delivery through the VIEW system.

Montana VIEW (Vital Information for Education and Work) is a career information delivery system which assists students in determining their future educational and occupational goals. Information on over 350 employment positions is provided on microfilm. The material is presented in an easy-to-read form, and the microfilm reader has been designed to be utilized independently by students or in a classroom setting.

Employment opportunities in Montana are constantly changing as are the skills, knowledge and training required for particular positions. Individuals of both sexes and all racial and ethnic backgrounds are beginning to choose occupations with less regard for their physical characteristics and more concern for their abilities and aspirations. These factors highlight the need for a systematic approach to maintaining a current bank of occupational and educational information (Montana VIEW).

1. FY 1981 Goals and Objectives

- a. On-site visitations will be conducted at 25 percent of existing programs and at each new program.
- b. Survey VIEW program coordinators to determine utilization of materials and request ideas for improvement.
- c. Update all VIEW materials. These materials will be provided on microfilm and, in addition, on hard copy. This will enable students in schools that do not have microfiche readers to use this information in career decision making.

- d. Help provide occupational information to the Montana Learning System Center to be put on a computer and will be pilot tested in 13 schools.
- e. Disseminate Montana apprenticeship program offerings to schools on microfilm and hard copy.
- f. Develop bibliography of vocational guidance materials for distribution to counselors and career education coordinators.
- g. Continue to edit materials to eliminate sexist language.
- h. Work closely with the Special Needs specialist to determine ways of using VIEW materials with Special Needs students.

2. Accomplishments

- a. Visitations were made to 49 schools, checking usage of VIEW materials, sex equity procedures used by counselors and to provide technical assistance in the area of vocational guidance.
- b. Current data was collected to update all VIEW scripts (367) in preparation for the printers.
- c. Worked closely with the Montana Learning Center and promoted funding for pilot projects in 13 secondary schools. This is a computerized delivery system for occupational/education information.
- d. Collected apprenticeship information to deliver to schools; however, the project is still in progress.
- e. Contracted with a consultant to do a workshop on Horizontal/Vertical Advancement for the Montana Vocational Education Leadership Conference.
- f. Assisted the Human Potential Development specialist in eliminating sex bias language in materials delivered to schools.
- g. Worked with Great Falls Tribune in setting up VIEW occupational scripts to be delivered on hard copy. This system will serve the 25 districts not currently participating in the VIEW program.

K. SPECIAL NEEDS PROGRAMS

Many secondary schools which are located in areas of high unemployment and high dropout rates lack vocational training programs due to start up and equipment costs. Those schools in which vocational programs do exist frequently lack the funds to upgrade their programs. To assist these schools in serving their disadvantaged students in vocational programming has been a priority in utilizing 140 disadvantaged funds.

The Section 120 and 130 set-aside funds for disadvantaged and handicapped are utilized to extend, improve or maintain existing programs, develop new programs, provide support services and evaluation services to special needs students mainstreamed into regular vocational programs and to develop inservice training materials for vocational educators serving the handicapped student. Small rural school districts have been encouraged to form cooperative, sharing equipment and resources, where geographically feasible, to better serve their identified special needs students.

1. FY 81 Goals and Objectives

- a. Start two special disadvantaged projects in FY 81.
- b. Continue funding the ongoing disadvantaged student programs previously approved.
- c. Encourage rural schools to establish consortiums to provide assessment of students' needs.

2. Accomplishments

a.

	Actual FY 81	
	<u>Programs</u>	<u>Enrollments</u>
Disadvantaged	13	1644
Handicapped	9	319

- b. Special Disadvantaged funds were allocated to two projects: one to provide a small engine repair automatic teaching system and the other updating carpentry equipment for economically depressed areas with above average dropout rates. Three disadvantaged projects were located in state correctional institutions.

- c. A project to provide a Special Needs Teacher Handbook for vocational education instructors and also resources for adapting equipment for the handicapped student was funded with handicapped monies. This project will be funded for another year so that inservice training utilizing the handbook can be provided.
- d. Additional handicapped and disadvantaged students are being served within programs supported by local public school systems. Many of these programs were started with special needs monies and, in proving successful, are now supported by local monies. Students are also being mainstreamed into regular vocational education programs and support staff is being provided for the instructor.

L. PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

1. Research Coordinating Unit

Funds made available to Montana under Section 130 of P.L. 94-482 will be used for support of a Montana Research Coordinating Unit and for contracts by that unit in accord with a comprehensive plan of program improvement.

a. Use of Funds for Research Programs

From the funds applied to the Research Coordinating Unit, monies will be set aside for research activities in the areas of:

- 1) Applied research and development in vocational education;
- 2) Experimental, development and pilot programs and projects designed to test the effectiveness of research findings, including programs and projects to eliminate sex bias and sex role stereotyping;
- 3) Improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed to insure that such curricula do not reflect stereotypes based on sex, race, or national origin;

- 4) Projects in the development of new careers and occupations such as:
 - a) Research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles the potential for advancement from one level to another;
 - b) Training and development projects designed to demonstrate improved methods of securing the involvement, cooperation, and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs for the employment of persons to prepare professionals (including administrators) to work effectively with aides; and
 - c) Projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and
- 5) Dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.

b. Research Goals

The major emphasis for the use of research funds for the planning period will be in the areas of applied research and development, experimental developmental, and pilot programs. The data requirement specified by P.L. 94-482 necessitate that current information gathering systems be revised and expanded to provide necessary information for the annual and the five year plan, the annual accountability report, implementation of the State Occupational Information Coordination Committee, and development and implementation of fiscal accounting procedures to provide accountability in the use of vocational education funds.

c. Use of Funds for Exemplary and Innovative Programs

Montana's prime thrust in the application of exemplary

funds will be to develop and implement training opportunities for persons in the sparsely populated rural areas of the state. The use of funds available under Section 130 of the Act for Exemplary Projects will be directed towards educational concepts which exhibit a high degree of creativity and innovation. These elements of creativity and innovation must endeavor to resolve a vocational education problem common to a major geographic portion of population of the state. Another thrust in the application of exemplary funds will be to fund projects which will develop in-depth assessment of vocational interests and abilities of the disadvantaged and handicapped. A grant to the Helena Easter Seal Center during FY 79 will be continued to demonstrate to small rural high schools methods of assessing individual achievement, psychological evaluation, work attitudes and aptitude evaluation (psychomotor).

Exemplary funds will also be used to develop and implement training opportunities for persons in the sparsely populated rural areas of the state. It has been ascertained that Section 120 set-aside funds have been meeting the needs of the economically disadvantaged in the urban centers which have vocational training facilities to meet the needs of persons desiring such training. The unskilled worker and the unemployed individual's needs are apparently being met through the Montana Employment Service and the CETA programs throughout the state. The limited English speaking populations represent .95 of one percent of the total population of Montana. The needs of this population can be met through the disadvantaged set-aside monies. Project VIEW, Career Education and Human Potential Development, segments of the Office of Public Instruction, are involved in broadening the occupational aspirations and opportunities of all youth in Montana. One means of providing training opportunities for persons in sparsely populated rural areas in the utilization of mobile classroom units. Indications are that the vocational areas of trade and industrial education, distributive education, and business and office education readily lend themselves to this method of providing vocational education. Consideration is currently being given to the funding of a consortium of schools for three mobile units in the aforementioned vocational areas.

1) Funds Under Exemplary Programs May be Used as Follows:

- a) In programs to assess vocational attitude and aptitudes;
- b) In programs to develop training opportunities for:
 - (1) Persons in sparsely populated rural areas (including the seven Indian reservations); and
 - (2) Individuals migrating from farms to urban areas;
- c) In programs to develop high quality vocational education programs for urban centers with high concentration of:
 - (1) Economically disadvantaged individuals;
 - (2) Unskilled workers; and
 - (3) Unemployed individuals.
- d) In programs of effective vocational education for persons of limited English-speaking ability;
- e) In establishment of cooperative arrangements between public education and manpower agencies; designed to correlate vocational education opportunities with current and projected needs of the labor market;
- f) In programs designed to broaden occupational aspirations and opportunities for youth, especially for youth who have academic, socio-economic, or other handicaps. These programs include:
 - (1) Programs and projects to familiarize elementary and secondary students with the broad range of occupations for which special skills are required and the requisites for careers in those occupations; and
 - (2) Programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education.

- 2) Every contract made by a Research Coordinating Unit for the purpose of funding exemplary and innovative projects shall:
 - a) Give priority to programs and projects designed to reduce sex bias and sex stereotyping in vocational education;
 - b) To the extent consistent with the number of students enrolled in private nonprofit schools in the areas to be served, whose educational needs are of the type which the program is designed to meet, make provision (in accordance with the requirements set forth in Section 104.533) for the participation of these students in the program; and also
 - c) Provide that the federal funds made available for exemplary and innovative programs to accommodate students in nonprofit private schools will not be commingled with state or local funds.

3) Application Procedures

Applications for exemplary grants will be submitted to the State Director for Vocational Education. The applications will adequately describe:

- a) The nature and purpose of the project;
- b) The procedures which explain how the goals and objectives will be achieved;
- c) How the results will be utilized;
- d) Dissemination procedure of results;
- e) Budget sheet with justification of specific line items; and
- f) Qualifications of personnel.

4) Application Approval or Disapproval

- a) The recommendation of the Division of Program Development will be presented to the Program Review Committee of the Department of Vocational and Occupational Education.

5) *Disposition of exemplary programs.*
(page 250 in state plan)
(2000) JGJ

5) Use of Funds for Curriculum Development Programs

Funds made available for Research Coordinating Unit for curriculum development programs will be expended for:

- a) Development and dissemination of vocational education curriculum materials for new and changing occupational fields;
- b) Development and dissemination of vocational education curriculum materials for:
 - (1) Handicapped;
 - (2) Disadvantaged persons (other than handicapped persons);
 - (3) Persons of limited English-speaking ability.
- c) Development and dissemination of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs;
- d) Support services designed to enable teachers to meet the needs of the individuals enrolled in vocational education programs traditionally limited to members of the opposite sex; and
- e) Development and dissemination of other curriculum materials designed to improve the state's vocational education programs.

The existing liaison with the Northwest Curriculum Management Center, a part of the National Network for Curriculum Coordination, will continue to provide the bulk of curricula materials utilized within the state. However, the Distributive Education Instructional Materials Laboratory will continue to be funded to provide a curriculum resource to all co-op teachers in the state. Other available funds will be used for revision of curriculum materials to eliminate sex role stereotyping.

6) Vocational Personnel Development Programs and Services

- a) Activities will be encouraged which not only help provide an adequate supply of vocational education teachers but will also promote high quality in both new and experienced teachers and administrators.

7) FY 81 Goals and Objectives for Personnel Development

- a) To improve the quality of instruction in vocational programs by providing relevant inservice and preservice training.

b) Objectives

- (1) Update resources, materials and equipment in teacher education departments. (preservice)
- (2) Provide inservice workshops for vocational instructors and administrators that meet identified needs. (inservice)
- (3) Provide technical assistance to vocational student teachers during their student teaching experience. (preservice)
- (4) Provide technical assistance to first year vocational teachers. (inservice)
- (5) Provide consultant service and technical assistance to vocational student organizations. (preservice - inservice)

8) Accomplishments

All goals and objectives were met for Program Improvement and Teacher Development Programs in FY 81.

III. HUMAN POTENTIAL DEVELOPMENT PROGRAM

A. The following were the objectives listed in the 1980-82 State Plan:

1. To provide resource materials and technical assistance to LEA's that will help expand the role expectations and career horizons of Montana secondary students to assist them in the consideration of career and life decisions dependent on individual ability, interests and need rather than cultural stereotypes.
2. To increase the number of skilled nontraditional workers available for work to help meet the needs of labor and industry by increasing nontraditional enrollments in secondary and postsecondary vocational programs that have traditionally been for one sex.

B. Accomplishments:

The activities that were to be carried out to meet the above objectives were:

1. Publicize 25 secondary vocational education programs which are effective examples of co-educational sex-fair learning experiences. (104.75;a,g) This activity was accomplished through reports, news releases, workshop presentations, correspondence and word of mouth.
2. Develop and disseminate to LEA's student-related materials emphasizing persons enrolled and employed in programs and jobs nontraditional for their sex. (104.75;c,g) This was accomplished through the publication of "Montana's Men and Women in Nontraditional Jobs."
3. Make presentations on programs and materials developed under this section upon request to MACVE, Women's Advisory Council, youth leadership organizations and students groups, federal public, and other interested individuals and organizations. (104.75;a,g,h) This was accomplished through numerous workshop presentations and reports.
4. Assist the Sole Agent for Vocational Education in publicizing public hearings on the State Annual Plan by notifying woman's advocacy groups and cooperating agencies that work for similar goals. (104.75;a) This was accomplished through correspondence and phone calls. The Human Potential Development specialist conducted the public hearings in Billings.
5. Secure and disseminate information concerning enrollment patterns at secondary and postsecondary schools and status of vocational education employees to MACVE, Sole Agent for Vocational Education, LEA's and other interested groups. (104.75;b) This was done with the 1980 and 1981 enrollment status reports.
6. Continue to revise and update project application and enrollment forms to include male/female data on status of vocational students and employees. (104.75;b) This is now part of Montana's new computerized reporting system.

7. Plan with program consultants for vocational education to initiate procedures to increase enrollments of nontraditional students and provide a sex-fair learning environment in all secondary vocational education programs. (104.75;c) This is done on an ongoing basis.
8. Provide technical assistance to the postsecondary curriculum development personnel to develop procedures to assure that program materials, standards and policies are sex fair and comply with requirements of Title IX and PL 94-482. This is an ongoing process. The LPN curriculum is now completed. The Office of Public Instruction no longer has a postsecondary curriculum specialist.
9. Provide technical assistance to consultant for Montana VIEW to develop bias-free occupational information, special apprenticeship deck, a card on women, work and postsecondary vocational opportunities and advantage of nontraditional employment. (104.75;c) This bias-free occupational information portion of Project Montana VIEW is ongoing. The special apprenticeship deck has not yet been developed and is still in the planning stages. A special card for women stressing the problems of sex bias and stereotyping in career choice has been developed. This card stresses postsecondary vocational opportunities and the advantages of nontraditional employment.
10. At time of on-site evaluation of secondary school vocational educational programs, assist LEA's in complying with Title IX as it relates to vocational education; assure that the Title IX grievance procedure is visible and available to all students and school personnel in student handbook and teacher guidelines; assure that counseling practices do not provide barriers to student choice. (104.75;c,i) This is done on an ongoing basis. One third of the funded secondary vocational education programs are on-site each year and reports are written.
11. Provide criteria for evaluating all local plan and project applications to assure the requirements for sex equity are met. (104.74;d) This has been incorporated into the annual project funding process.
12. Provide technical assistance and criteria to evaluate all grants submitted for disadvantaged/handicapped; innovative/exemplary, research/curriculum, and teacher education projects to assure compliance for equal access and sex equity requirements. (104.75;e) This was done in the annual funding process.
13. Review all approved vocational education programs for sex discrimination, sex bias and Title IX compliance through revised project application and evaluation forms and conduct on-site evaluations of 20 percent of all state approved secondary vocational education (104.75;e) This was done with the on-site evaluation. Now 33 percent of the programs are evaluated per year.

14. At time of on-site evaluations of secondary vocational education programs, review LEA employment procedures and guidelines, Title IX self-evaluation and teacher salary scales to assure equality in employment practices; disseminate information regarding federal and state employment laws to LEA administrators and personnel directors. (104.75;f,i) This is part of the present on-site evaluation process.
15. Provide technical assistance to teachers, administrators, and counselors to improve education equality in relation to classroom environment, testing and placement, attitude and behaviors of staff and students in secondary and postsecondary vocational education programs by providing inservice and perservice training, resource materials for evaluation of curricular and instructional materials and guidelines for local advisory councils. (104.75;g) Inservice workshops, resource materials, and the publication of "Sex Fairness in Vocational Education Strategies for Advisory Committees" has been available on a state wide basis.
16. Develop a program to train selected persons to conduct local inservice workshops on strategies to effectively reduce the effects of sex bias and stereotyping in vocational education and correct enrollment imbalance in one sex dominated course. (104.75;g) This was done through a set of training workshops contracted by the Human Potential Development program. A field training coordinator was contracted to do the training.
17. Develop materials to provide training to postsecondary vocational technical center personnel for recruiting and retraining students in courses nontraditional for their sex. (104.75;g) Materials have been made available to postsecondary personnel.
18. Develop slide/tape presentation on sex equity in vocational education programs in Montana and use in presentations to interested groups, and disseminate to selected LEA's, SEA's and to MACVE. (104.75;g,h) This has been contracted out to Montana State University but is not completed as yet.
19. Review the annual plan to assure all requirements for sex equity are met and submit recommendations to Sole Agency for Vocational Education prior to submission of plan to U.S. Commissioner of Education.

This was done with the 1980-82 State Plan and this Five Year State Plan.

20. Provide technical assistance to SEE Institute (Title IX Assistance Center), Billings, Department of Labor, (Women's Bureau, CETA, GETC, Apprenticeship Bureau), Region VIII Desegregation Center, Women's Advocacy groups, professional organizations, and other interested groups to develop programs to promote sex equity in all occupations and related areas of program development. (104.75;c,h) This is an ongoing process. Technical assistance has been provided to all these agencies.

21. Incentives offered to LEA's for efforts to reduce sex bias and stereotyping and provide educational equity include the following:
- a. Reimbursement of travel, lodging, and per diem expenses to attend inservice/preservice training workshops. Reimbursement was provided for workshops conducted by training coordinator.
 - b. Free resource materials for local inservice training, curriculum evaluation, classroom strategies, and other related AV and printed material. A rather large resource collection has been assembled, cataloged and publicized.
 - c. Publicity for programs that are effective examples of co-educational sex fair learning experiences. Television, radio and newspaper releases as well as workshops and reports have been used to accomplish this.
 - d. Establishment of mini grant awards to LEA's for sex equity project proposals to provide sex fair learning environment and reduce bias and stereotypes in vocational education programs. This was not accomplished due to lack of funds.
 - e. College credit for state-sponsored sex equity workshops and local teacher certification inservice, credit for staff inservice workshops. This was done for several workshops through agreements with teacher training institutions in the state.

IV. DISPLACED HOMEMAKERS

The objective of the displaced homemaker program was to continue the effort to provide additional job-related programs for displaced homemakers.

The activities planned were contingent upon the findings of the Careers in Transition workshop, Needs Assessment Survey and the Montana Women and Work Survey.

A. Goals

1. Continuation of the statewide two-day workshop program.
2. Supportive counseling and placement services at vocational-technical centers and/or community colleges.
3. Continuing education job readiness courses offered in selected communities.
4. Special job readiness courses available at vocational-technical centers and/or community colleges in addition to regular curriculum.
5. Continued contractual services of a field coordinator to implement the statewide program.
6. Provision of scholarships or stipends for postsecondary vocational applicants who are displaced homemakers, single heads of households, labor force re-entry persons, or persons seeking retraining in a nontraditional program.

B. Accomplishments

Statewide workshops for personnel of the state's six displaced homemakers programs is an ongoing process. Technical assistance is provided to all the vocational-technical centers and community colleges in an effort to encourage supportive counseling services and placement services as well as training for displaced homemakers. Several vocational-technical centers and community colleges offer special job readiness courses. CETA and CEP fund World of Work training programs. Funds were not adequate to continue the contractual services of a field coordinator or to provide scholarships and stipends to displaced homemakers. However, CETA and CEP do provide these services to low income displaced homemakers.

V. COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

The objective of the Comprehensive Employment and Training Act (CETA) program, as listed in the 1980-82 State Plan, was to increase cooperation with vocational education, career education, and general education through CETA adult training, public service employment, and private sector initiative programs, as well as CETA youth programs.

CETA has increased its cooperation with vocational education and is now part of the Department of Vocational Education. The Career Education Incentive Act was linked with CETA when the prime sponsor subgranted the Field Learning Program to the Office of Public Instruction. An expanded World of Work program was developed for public service employment participants using CETA Title IID and Title VI funds. The CETA Manager was placed on the Private Industry Council by the Governor. At the close of 1982, Title IID and Title VI of CETA Manager no longer sits on the Private Industry Council, but the Assistant Superintendent for Vocational Education does.

VI. EVALUATION

Montana's Five-Year Plan for Vocational Education describes three types of evaluations and sets goals for the number of evaluations of each type to be accomplished.

- A. Self-evaluations of all secondary-level approved programs are to be made each year. In FY 1981 self-evaluations were mailed out to all schools and the data was compiled and analyzed. This data was for use in subsequent program improvement efforts.
- B. Consultant evaluations are made routinely as an ongoing part of the technical assistance services provided by the Office of Public Instruction. In 1981 office consultants carried out 100 such program evaluations at 100 schools.
- C. Vocational education team evaluations are full-scale assessments of program and institution effectiveness conducted in cooperation with the Northwest Association of Schools and Colleges. The goal is to evaluate every school with an approved program once every five years. Currently this requirement has been made because all postsecondary centers and programs were evaluated in 1976 and 1977. This is regarded as satisfactory progress.

Team evaluations are structured around evaluation instruments which have been developed for each major occupation code area of instruction. Each evaluation instrument is structured to focus on key elements which have been deemed important to program success. Included in these key elements are:

- | | |
|------------------------------------|----------------------------------|
| 1. Written Local Policy Statements | 10. Materials/Supplies/Resources |
| 2. Administration/Supervision | 11. Student Organizations |
| 3. Guidance and Counseling | 12. Program Evaluation |
| 4. Budget/Accounting System | 13. Student Evaluation |
| 5. Advisory Committee | 14. Public Relations |
| 6. Personnel | 15. Placement/Follow-up |
| 7. Curriculum/Instruction | 16. Sex Equity |
| 8. Facilities | 17. Additional items unique |
| 9. Equipment | to program area |

Each element is further divided into specific evaluation criteria statements which can be assessed by evaluators on a scale of 0, 1, 2, 3, 4, 5. Assigned criteria rating are averaged and a summary profile is established for the program/school. Additional specific comments are written and provided to instructors and administrators as commendations and recommendations for the program/school.

Current student accounting/follow-up data is provided by local districts in summative form. Consequently, due to the lack of a student unit record at the state level no evaluation of special population is possible. Implementation of a student unit record system will begin during the summer

of 1979 for postsecondary programs with development of a secondary system to follow.

The evaluation instruments including self-evaluations are incorporated to determine the effectiveness of project operations. The evaluation process determines whether a project is meeting predetermined goals and regulations. Following the evaluation, projects are put into one of three possible categories: compliance, noncompliance or probationary. The evaluation instruments include the following categories:

1. The program advisory committee has
 - a) Written duties and responsibilities
 - b) Minutes on file
 - c) Assisted with program development and evaluation
 - d) Includes a representation of both sexes.
2. Efforts are made to encourage students of both sexes to participate in the program.
3. Progress is being made to assure that sex bias/sex stereotyping is being eliminated from instructional and curriculum material.
4. Community resource persons who work in nontraditional occupations are utilized in class presentations.
5. The instructor
 - is certified
 - is an active member of vocational education related professional organizations
 - keeps updated by attending workshops and seminars.
6. Curriculum is organized around knowledge and skills for the occupation.
7. Written measurable objectives are on file in the department.
8. Field trips and community resources are used to enrich the instruction.
9. The school assists with job placement of students irrespective of sex.
10. Program objectives are realistic in terms of pupil needs and employment opportunities.
11. Adequate funds are budgeted for supplies, equipment and travel.
12. Facilities are adequate and accommodate both sexes.
13. Equipment is adequate and up-to-date.
14. A vocational student organization is an integral part of the instructional program.

15. Students with special needs are identified and adequately provided for.
16. Program evaluation is consistent with the school established vocational education philosophy and goals and job placement.
17. Student evaluation is consistent with the program objectives and readiness for employment in the occupational area.
18. There is a planned follow-up system of students completing the program that includes employer satisfaction.
19. The results of evaluation and follow-up are used as a basis to revise and improve the program.
20. Cooperative work experience provides equal experience irrespective of sex.

Each one of factors are rated on a scale and implemented during project evaluation.

The results of evaluation affect planning in the following ways:

- a) Projects that have not met the predetermined requirements and have not cleared up probationary problems are eliminated from the plan and funding formula.
- b) Areas of weakness are identified that may result in emphasis being placed on specific objectives in subsequent years - example - projects were initiated to increase awareness of local advisory councils, to place emphasis on the needs of displaced homemakers and to re-establish apprenticeship programs in FY 80-81.
- c) Evaluation as well as public input is used to identify areas of Emerging and Emergency Occupations. During FY 80, 81, specific amounts of funds were targeted for this area of training.

Onsite evaluations for FY 81 were conducted in the following areas:

Bozeman High School
Kalispell High School
Belgrade High School
Charlo High School
Butte High School
Glasgow High School
Big Sandy High School
Forsyth High School
Rosebud High School
Broadus High School
Baker High School
Sheridan High School
Simms High School
Denton High School
Harlowton High School

VII. CURRENT AND FUTURE JOB NEEDS

There is a continuing problem in the state of Montana with the standardization of employment data. Employment data is gathered from several sources, including: State of Montana, Employment Security Division, Montana SOICC; State of Montana, Social and Rehabilitation Services; State and Local Advisory Councils, each source using a different method of job identification. Starting in FY 1979 and continuing into 1980, the Department of Vocational and Occupational Education, in conjunction with SOICC, is preparing a system for implementation in 1981 to provide a standardized basis for employment needs and employment availability comparison. The data provided in this section is the best analysis currently available and is used for the funding of projects and the identification of emerging needs.

Montana Employment by Occupation 1976-1985

Total annual average job openings in Montana are estimated at 23,700 over the study period. Openings due to growth consist of 48% or 11,400 of the total; thus for every 100 new jobs created by industry growth there will be about 104 openings due to separations. Montana's total employment from 1976 through 1985 is projected to increase at an average annual rate of 3.6% which compares to 2.9% for the United States. With the self-employed unpaid family workers and farm workers appearing to remain relatively unchanged during the 1976-1985 period, nonagricultural wage and salary workers will make up the bulk of the growth. Nonagricultural wage and salary employment increase for the past four years were as follows: 1976-12,900; 1977-16,600; 1978-12,600; and 1979-14,600.

The four-year average of 11,600 is not strictly comparable to the projected 1976-1985 annual average of 11,400, but indicates the growth is occurring as estimated.

In grouping occupations into type of worker, the white-collar workers trend dominates the relative increase in employment. Employment of service workers is also growing at a significant rate. The rapid growth of white-collar and service workers reflects a technically oriented economy and the continued expansion of service-producing industries which employ a large number of these workers. Blue-collar workers experienced a decline in relative distribution from 1960 to 1970, but the current expansion in energy-related industries has been a major reason for blue-collar employment growth to become as strong as

the other two groups. The farm sector of occupations has been experiencing a decline in the number employed, but the 1976-1985 period anticipates stabilization in employment.

Since the other type of workers will continue to increase, farmers and farm workers relative distribution will still continue to decline each year.

Professional, Technical and Kindred Workers

Professional occupations deal with theoretical or practical aspects of such fields as science, engineering, technical work, art, education, medicine, law, and business relations. Most of these occupations require substantial educational preparation, usually at the university level. Technical positions require knowledge of scientific, engineering, mathematical, computer programming, and design principles acquired by training through technical institutions, junior colleges, post-high school courses, on-the-job training or experience.

The number of job openings in this group is projected to increase at an annual average of 3,300 with 54 percent of those jobs being expansion positions. These jobs should account for 13.9 percent of total job openings through 1985. The annual average growth rate for professional, technical and kindred workers is 3.8 percent.

The occupation with the highest job needs in this group is elementary school teachers; however, in recent years there has been a statewide surplus of people with teaching degrees. Other professional, technical and kindred occupations with relatively large job needs are professional nurse, secondary school teachers, accountants and clergy.

Managers and Officials

The managers and officials occupational group includes persons concerned with policy making, planning, organizing, staffing, directing and/or controlling activities that are common to many types of organizations as well as activities that require a knowledge of management and operation of a given organization. Employers increasingly require beginning managers to have a college degree. A bachelor's degree in business administration, with a major in accounting, economics, or finance is desired by some employers. Other firms seek applicants having technical training in engineering, science, or mathematics. Still others

train liberal arts graduates on the job. Advancement to a high-level management job often occurs after several years of progressively more responsible work experience.

Employment in this group will increase by 14,120 from 1976 through 1985, which amounts to an annual average of 3.8%. The number of jobs opening each year is estimated at 3,400 with 46% coming from openings due to growth. The average growth rate for managers and officials is 3.8%.

The occupation in this group with the highest job needs is bank and financial manager with 232 openings yearly. Because managers are employed in a broad range of settings, it is difficult to pinpoint specific occupations that will be in demand; therefore, a relatively high number of yearly job openings (1,891) are found in the classification of all other managers.

Sales Workers

Included in this major occupational group are occupations which are concerned with selling goods and/or services. The minimum educational requirements for sales careers vary widely. Some sales positions require no formal education, others specify a college degree in a technical or scientific field. Even for routine sales jobs, however, a high school diploma is an asset for the beginner. Training for some sales jobs, such as those in retail stores, is usually received on the job. Some persons combine on-the-job training with home study or courses offered by manufacturers or local educational institutions.

Sales workers represent the smallest number of yearly employment openings, (1,270), and the lowest annual growth rate, (3.4%), for white-collar workers. Also, the expansion jobs involve only 45% of the annual openings, which is the lowest expansion portion of all the major occupational groups.

The job with the highest projected needs is other sales workers with 882 openings yearly through 1985, which is a 69% total of the sales workers. The next highest job needs occur in real estate agents.

Clerical Workers

Included in this occupational group are clerical personnel whose work involves preparing, transcribing, transferring, systematizing, and preserving communications and records; collating accounts; and distributing information. Also,

included are clerical workers involved in planning, coordinating or expediting production and the flow of work and workers involved in the clerical aspects of receiving, storing, insuring or shipping of materials, merchandise, supplies or equipment. All but the most routine clerical positions require graduation from high school. Most employers regard instruction in business subjects as a particularly good qualification.

Employment in this occupation group is projected to increase at an annual average rate of 4.5%. The number of yearly openings amount to 3,780 with 53% being expansion jobs.

From this group, the occupation with the highest annual job needs are secretaries with 870 openings yearly. Other occupations with high demands are bookkeepers, miscellaneous clerical workers, and teachers' aides.

Crafts and Kindred Workers

This group of skilled workers include those involved in construction, metal-working, printing, transportation, public utilities, and other crafts and kindred work. Also included are mechanics, repairers, and installers. A large portion of the workers learn their trades informally on the job or through planned apprenticeship training. Others learn a skilled trade in vocational, trade, or technical schools. Training and experience in the Armed Forces may be an asset in many of these jobs. A high school education is always helpful and is required by some employers. Also, a high degree of aptitude is most desirable.

Openings due to growth comprise 59% of the 3,060 yearly average openings for this group. Employment in this group is projected to increase 4.6% yearly from 1976 through 1985.

Occupations with high demand include carpenters, electricians, plumbers, auto mechanics, and heavy equipment mechanics.

Operatives

This group of workers is classified semi-skilled. Most of them may operate some type of machinery, equipment, or tool in performing their jobs while others perform tasks requiring use of the hands only. These workers ordinarily receive only brief on-the-job training. The simplest

repetitive and routine semi-skilled jobs can be learned in a day or mastered in a week. Even those jobs that require a higher degree of skill can be learned in a few months. The ability to learn new jobs quickly, however, is an important qualification for semi-skilled workers.

Although employment in this category is expected to increase by 8,940 between 1976 and 1985, the average rate of increase of 3.1% is the lowest of the occupational groups except for farmers. The number of annual job openings is projected at 1,830 yearly for the 1976-1985 period, with 54% of the jobs being expansion positions.

The occupation with the highest demand from this group is truck drivers. Also high in demand are welders, garage workers, mine operatives, sawyers, delivery and route workers.

Laborers, Except Farm

These workers are found in practically all types of non-agricultural industries. For example, they may be in construction, in handling freight and materials, in collecting garbage, in gardening, in cutting timber, in filling orders, in stocking merchandise, or in assisting in the trades.

Much of the work that non-farm laborers perform involves tasks that require little special training. Brief instruction and a few hours of on-the-job training usually are sufficient preparation for a job as a non-farm laborer.

Laborers, the smallest occupational group, is projected to have one of the smaller increases in the annual average employment rates at 3.2%. Also, the number of yearly openings will be a low 950 jobs which will be 48% openings due to growth.

Some labor occupations with relatively high demand are construction laborer, freight and material handlers, ground-keeper, and stock handlers.

Service Workers

The occupational group - service workers - include workers concerned with: cleaning and/or serving food and beverages;

performing services that require either direct contact or close association with the individual; or the protection of individuals, or of public or private property. Training and skill requirements differ greatly among the various service occupations. Some must have a college degree, some need specialized vocational training, and others gave no specific educational requirements for entry, although a high school diploma is always an advantage.

Service workers are the largest major occupational group and have a wide variety of jobs and skills. Employment in this category will increase 4.7% each year for the 1976-1985 period. Openings due to growth comprise 48% of the 4,580 yearly openings.

The occupation with the highest demand from this group is cooks with 613 yearly openings. Other high demand jobs are cleaners and janitors, waiters, child care workers, nurses aids and orderlies, and bartenders.

Farmers and Farm Workers

The declining employment of this occupational group will experience a stablization in the 1976-1985 period. Some farm laborers jobs will be lost due to declining openings but an equal number of farm manager positions will be created by expansion.

Industry Employment 1985

The forecast employment in 1985 of 417,482 represents a thirty-two percent increase in the number of jobs over the 1976 employment figure of 314,841. To facilitate accurate forecasting and comparison it is necessary to classify industries by service or goods producing. Goods producing deals with goods produced for consumption and includes the following major divisions: agriculture, mining, manufacturing, and contract construction. Service producing include the major divisions of: trade, services, government, transportation, communications and public utilities, and finance, insurance and real estate.

By 1985, both goods and service producing industries will grow by substantial amounts, twenty-four percent for goods and thirty-six percent for service. The service segment will be approximately two and one-half times larger than

the goods producing. Although Montana is considered a resource state, most Montana jobs are in the service area. The growth in goods producing jobs should cause a larger growth in service jobs due to the increased demand for services created by those employed in goods producing.

Agriculture, Forestry, and Fisheries

Agricultural employment shows little growth but indicates a leveling off of the decline experienced in the sixties. This area remains Montana's largest export industry and provided employment for 39,754 in 1976 and projected 39,838 in 1985. Opportunities for employment will be replacement rather than expansion related. Environmental decisions will to some degree affect opportunities in the forestry and fishery areas, but no substantial growth is expected.

Mining

Energy development at Montana's coal, gas, and oil resources will add a significant number of jobs in this area. As increased pressure to become energy self-sufficient is felt so should jobs increase as is seen in a three hundred and twenty percent increase in coal and a sixty-five percent increase in oil and gas. The current import-related slowdowns in the metallic mining industry seem to have leveled off. Mining has been important in both the political and industrial development of Montana, and will remain so and even have some influence on national politics with regard to energy. Employment levels in 1976 were estimated at 6,630 and showed a significant increase of sixty-two percent to 10,710 by 1985.

Contract Construction

The demand for new housing and energy-related large scale projects such as Colstrip #3 and #4 will keep employment opportunities in this area expanding. Construction equipment is subject to extreme seasonal fluctuations so it may vary greatly throughout the year. Employment is projected to be 34,722 by 1985, a fifty percent increase over the 1976 figure at 23,136.

Manufacturing

Manufacturing represents a small percent of total employment and shows a moderate growth at twenty-two percent from 1976-1985. The majority of manufacturing employment is in lumber and woods, food products, and primary metals. The thirty-one percent growth in lumber and woods can be directly related to demand for housing. Foreign competition will still affect primary metals but it will show some gains over 1976 figures. Durable goods will account for 20,489 and non-durable 9,922 by 1985.

Transportation, Communications, and Public Utilities

All areas in this division will experience growth during this time. Transportation shows growth in railroads and local transit. As petroleum costs rise and importance of mass transit and rail shipping will increase and employment will likewise increase. The sixty-nine percent increase in communications and public utilities will add about 5,800 jobs in this area. The greatest single cause can be attributed to energy development.

Wholesale and Retail Trade

An increase of 25,000 workers should occur in wholesale and retail trade, Montana's second largest division. Wholesale accounts for seventeen percent and will experience a twenty-eight percent increase between 1976 and 1985. Retail is eighty-three percent and will grow thirty-four percent in this time. Eating and drinking establishments, auto dealers, gas stations, and general merchandise will employ the largest portions of this industry. Employment opportunities should remain high in this area.

Finance, Insurance, Real Estate

This industry is influenced mostly by population and the effect of population growth is readily seen in the forty-five percent increase experienced in finance, insurance, and real estate. This will account for an increase of 5,500 new jobs.

Services

Montana's largest division will provide jobs for 130,008 workers in 1985. This forty percent increase adds 37,045

jobs to the 1974 level. The industries in this sector are hotels and lodging, personal services, business services, auto repair, entertainment, medical, legal, educational, museums, nonprofit and miscellaneous services. Growth will be experienced in all segments at this division. Increased population growth and greater social demand will be the cause for this growth.

Public Administration

This division accounts for only those jobs which cannot be classified in any other industrial classification. It is expected to grow twenty-seven percent to 22,625 jobs by 1985. The majority of this growth will be at the state and local level.

MONTANA TOTAL ANNUAL AVERAGE JOB OPENINGS
DUE TO GROWTH AND LABOR FORCE SEPARATIONS
BY SELECTED OCCUPATIONAL GROUPS
1976-1985

OCCUPATIONAL GROUP	OPENINGS DUE TO GROWTH	OPENINGS DUE TO SEPARATIONS	TOTAL OPENINGS	PERCENT OF TOTAL
TOTAL ALL OCCUPATIONS	11,400	12,360	23,770	100.0
Professional, Technical and Kindred	1,770	1,530	3,300	13.9
Engineers, Technical	90	40	130	0.6
Life and Physical Scientist	40	30	70	0.3
Mathematical Specialist	*	*	*	0.0
Engineers, Science Tech.	110	50	160	0.7
Medical Workers, Exc. Tech.	350	240	590	2.5
Health Technol. & Tech.	70	40	110	0.5
Technicians, Exc. Health	40	30	70	0.3
Computer Specialist	20	*	20	0.1
Social Scientists	20	10	30	0.1
Teachers	610	600	1,210	5.1
Writers, Artists, Entertainers	120	90	210	0.9
Other Professional, Technical	310	400	710	3.0
Managers, Officials, Proprietors	1,570	1,830	3,400	14.2
Buyers, Sales, Loan Managers	320	180	500	2.1
Administrators, Pub. Inspectors	220	280	500	2.1
Other Managers, Officials, Props	1,030	1,380	2,410	10.1
Sales Workers	570	700	1,270	5.3
Clerical Workers	2,010	1,770	3,780	15.9
Stenographers, Typists, Secretaries	600	500	1,100	4.6
Office Machine Operators	20	30	50	0.2
Other Clerical Workers	1,400	1,240	2,640	11.1
Craft & Kindred Workers	1,810	1,250	3,060	12.9
Construction Craft Workers	810	490	1,300	5.5
Blue Collar Worker Supvr., N.E.C.	170	130	300	1.3
Metalworking Craft Workers, Exc. Mec.	70	50	120	0.5
Mechanics, Repairers/Installers	470	320	790	3.3
Printing Trade Craft Workers	*	20	20	0.1
Trans., P.U. Craft	120	40	160	0.7
Other Craft, Kindred Workers	180	190	370	1.6
Operatives	990	840	1,830	7.7
Operatives, Exc. Transport	680	560	1,240	5.2
Transport Equip. Operatives	310	280	590	2.5
Service Workers	2,180	2,400	4,580	19.3
Cleaning Service Workers	470	640	1,110	4.7
Food Service Workers	940	870	1,810	7.6
Health Service Workers	390	300	690	2.9
Personal Service Workers	280	370	650	2.7
Protective & Service Workers	150	130	280	1.2
Private Household Workers	-50	90	40	0.2
Laborers, Except Farm	500	450	950	4.0
Farmers & Farm Workers	*	1,590	1,590	6.7
Farmers & Farm Managers	160	1,140	1,300	5.5
Farm Laborers, Farm Supvrs.	-160	460	300	1.3

*Denotes occupation with annual average openings of less than 10.

SELECTED OCCUPATIONS IN MONTANA
HAVING ANNUAL AVERAGE OPENINGS GREATER THAN 100

<u>Occupation</u>	<u>Annual Average Openings</u>
Professional, Technical, Kindred	
Registered Nurses	269
Elementary School Teachers	735
Preschool, Kindergarten	112
Secondary School Teachers	264
Accountants	179
Clergy	116
Managers, Officials, Proprietors	
Bank, Financial Managers	232
Sales Manager, Retail Trade	107
Officials, Administrators, Public	152
School Admins. Elementary, Secondary	158
Office Managers, nec.	158
Restuarant, Cafe, Bar Managers	210
Sales Workers	
Insurance Agents, Brokers, etc.	107
Real Estate Agents, Brokers	145
Clerical Workers	
Secretaries, other	870
Typist	142
Bookkeepers	491
Cashiers	313
Counter Clerks, exc. Food	161
Receptionist	176
Teacher Aides, exc. Monitors	211
Miscellaneous Clerical Workers	507
Craft and Kindred Workers	
Carpenters and Apprentices	583
Electricians and Apprentices	168
Excavating, Grading, Machine Operator	184
Plumbers, Pipefitters, Apprentices	132
Auto Mechanics and Apprentices	232
Heavy Equipment Mechanics	195
Operatives	
Welders and Flame Cutters	124
Garage Workers, Gas Station Atten.	123
Laundry, Dry Cleaning Operator	101
Mine Operatives	108
Sawyers	108
Miscellaneous Machine Operator	124
Delivery and Route Workers	129
Truck Drivers	271

SELECTED OCCUPATIONS HAVING
HIGH GROWTH RATES IN MONTANA
1976-1985

<u>Occupation</u>	<u>Total Employment</u> <u>1976</u>	<u>1985</u>	<u>Percent</u> <u>Change</u>
<u>Professional, Technical, Kindred</u>			
Chiropractors	90	137	52.2
Dentist	471	728	54.6
Optometrists	414	793	91.6
Podiatrists	129	234	81.4
Therapists	535	876	63.7
Veterinarians	105	167	59.0
Clinical Lab Technician	619	934	50.9
Radiologic Technician	306	482	57.5
Airplane Pilots	195	311	59.5
Urban & Regional Planners	64	111	73.4
Elementary School Teachers	6387	10144	58.8
Preschool, Kindergarten	838	1506	79.7
Athletes & Kindred Workers	231	324	56.7
Architects	216	325	50.5
Clergy	1032	1580	53.1
Religious, except Clergy	222	341	53.6
<u>Managers, Official, Proprietors</u>			
Bank, Financial Managers	2073	3523	70.0
Buyer, Wholesale, Retail	395	615	55.7
School Administrator elem, secondary	1379	2318	68.1
Managers, Supertendants, Buildings	398	601	51.0
Railroad Conductors	385	665	72.7
<u>Clerical Workers</u>			
Secretaries, Legal	388	590	52.1
Secretaries, Medical	240	517	115.4
Secretaries, other	8692	13153	51.3
Billing Clerk	397	721	81.6
Mater Readers, Utilities	131	238	81.7
Teachers Aides, exc. Monitors	1203	2606	116.6
Miscellaneous Clerk Workers	2933	6139	109.3
<u>Craft and Kindred Workers</u>			
Carpenters and Apprentices	5767	8770	52.1
Bulldozer Operators	798	1361	70.6
Cement & Concrete Finishers	136	262	92.7
Electricians & Apprentices	1850	2881	55.7
Plumbers, Pipefitters	1336	2061	54.3
Structural Metal Craft Workers	240	450	87.5
Air Cond., Heating, Refrig. Mechanic	345	487	75.4

SELECTED OCCUPATIONS IN MONTANA
HAVING ANNUAL AVERAGE OPENINGS GREATER THAN 100 (Cont.)

<u>Occupation</u>	<u>Annual Average Openings</u>
Service	223
Lodging Quarter Cleaners	438
Building Interior Cleaners	447
Janitors and Sextons	277
Bartenders	613
Cooks	116
Dishwashers	133
Food Counter, Fountain Workers	516
Waiters	369
Nurses Aides, Orderlies	180
Practical Nurses	344
Child Care Workers	117
Hairdressers, Cosmetologist	120
Guards	
Laborers, exc. Farm	169
Construction Laborer	130
Freight, Material Handlers	149
Gardeners, Groundskeeper	128
Stock Handlers	
Farmers and Farm Workers	215
Farm Managers	171
Farm Laborers, Wage Workers	

SELECTED OCCUPATIONS HAVING
NEGATIVE GROWTH RATE IN MONTANA
1976 - 1985

<u>Professional, Technical, Kindred</u>	<u>Total Employment</u> <u>1976</u>	<u>1985</u>	<u>Percent</u> <u>Change</u>
Atmospheric, Space Scientist	241	224	-7.1
Farm Management Advisors	105	55	-47.6
Research Workers, nec.	439	350	-20.3
College & University teachers	2232	1769	-20.7
<u>Manager, Official, Proprietors</u>			
Postmasters and Mail Supervisors	296	227	-23.3
School Administrators, College	302	266	-10.9
Officials of Lodges, Unions	275	180	-34.5
<u>Sales Workers</u>			
Newspaper Carrier & Vendor	404	343	-15.1
<u>Clerical Workers</u>			
Stenographers	766	573	-25.2
Keypunch Operators	498	392	-21.3
Mail Carriers, Post Office	777	648	-16.6
Postal Clerks	831	616	-25.9
Telegraph Operators	207	168	-18.8
Enumerators & Interviewers	602	395	-65.6
<u>Crafts and Kindred Workers</u>			
Blacksmiths	43	25	-41.9
Compositors and Typesetters	528	474	-10.2
Locomotive Engineer Helpers	75	64	-14.7
Bakers	388	387	-0.3
<u>Operatives</u>			
Grinding Machine Operatives	63	55	12.7
Clothing Ironers & Pressers	310	286	-7.7
Filer, Polisher, Sander, Buffer	150	146	-2.7
Bus Drivers	1547	1302	-15.8
Taxicab Drivers, Chauffeurs	233	228	-2.2
<u>Service Workers</u>			
Baggage Porters & Bellhops	77	40	-48.1
Barbers	577	481	16.6
Elevator Operators	72	67	-6.9
ChildCare Workers, Private	1297	1007	-22.4
Housekeepers, Private	170	109	-35.9
<u>Farmers and Farm Workers</u>			
Farm Laborers, Wage Workers	12042	10020	-16.8

SELECTED OCCUPATIONS HAVING
HIGH GROWTH RATES IN MONTANA
1976-1985 (Cont.)

<u>Occupation</u>	<u>Total Employment</u> <u>1976</u>	<u>1985</u>	<u>Percent</u> <u>Change</u>
<u>Craft and Kindred Workers</u>			
Household Appliance Mechanic	528	874	65.5
Office Machine Repairs	222	422	90.1
Electric Power Line Installer, Repairs	437	858	96.3
Glaziers	136	216	58.8
Opticians, Lens Grinder, Polishers	278	512	84.2
<u>Operatives</u>			
Blasters	80	179	123.8
Drillers, Earth	644	980	52.2
Photographic Process Workers	178	292	64.0
Rail Vehicle Operators	131	296	126.0
Railroad Brake Operators	508	779	53.4
<u>Service Workers</u>			
Lodging Quarters Cleaners, exc. Private	1349	2550	89.0
Building Interior Cleaners, nec..	3334	5154	54.6
Food Counter, Fountain Workers	1274	2048	60.8
Dental Assistants	397	792	99.5
Health Aides, exc. Nursing	673	1196	77.7
Practical Nurses	1384	2272	64.2
Child Care Workers, exc. Private	1990	3748	88.3
Guards	807	1221	51.3
Police & Detectives	1158	1776	52.5
<u>Farmers And Farm Workers</u>			
Farm Managers	860	2015	134.3

CODE		AVERAGE		ANNUAL JOB OPENINGS 1980-1982	TOTAL			AVAILABLE			AVAILABLE FROM OTHER SOURCES AVERAGE 1980-1982 ¹
		EMPLOYMENT			VO-ED	ENROLLMENT	FOR WORK				
		1980	1982				FROM VO-ED	1980	1981	1982	
01.0000	AGRICULTURAL EDUCATION										
01.0100	Agric. Production	32,100	32,070	1,590	3,500	3,552	3,641	356	360	369	47
01.0200	Agric. Supplies & Service	300	260	0	0	0	0	0	0	0	12
01.0300	Agricultural Mechanics	930	1,340	80	571	518	545	72	67	70	25
01.0500	Ornamental Horticulture	1,140	1,540	150	0	0	0	0	0	0	0
01.0700	Forestry	2,180	2,240	40	133	134	135	35	35	35	46
01.9900	Other	490	610	30	0	0	0	0	0	0	0
04.0000	DISTRIBUTIVE EDUCATION										
04.0100	Advertising	1,490	2,060	120	0	0	0	0	0	0	0
04.0200 ²	Apparel & Accessories	N/A	N/A	N/A	0	0	0	0	0	0	0
04.0400	Finance and Credit	2,260	3,750	250	0	0	0	0	0	0	1
04.0600 ²	Food Distributing	2,350	3,140	130	0	0	0	0	0	0	7
04.0700 ²	Food Services	2,700	3,570	210	0	0	0	0	0	0	54
04.0800	General Merchandising	6,210	8,930	520	1,607	1,617	1,642	415	418	414	12
04.0900 ²	Hardware, Bldg. Materials	N/A	N/A	N/A	0	0	0	0	0	0	27
04.1100	Hotel & Lodging	9,190	11,040	750	0	0	0	0	0	0	29
04.1500	Personal Service	2,500	2,790	160	0	0	0	0	0	0	7
07.0000	HEALTH OCCUPATIONS										
07.0101	Dental Assistant	470	900	70	68	68	68	34	34	34	0
07.0102	Dental Hygienist	30	70	0	0	0	0	0	0	0	1
07.0203 ²	Medical Lab. Aide	1,060	1,440	70	0	0	0	0	0	0	0
07.0301 ²	Nurse Assoc. Degree	2,940	4,200	270	0	0	0	0	0	0	65
07.0302 ²	Practical Nurse	1,380	2,270	180	363	363	363	181	181	181	50
07.0303 ²	Nurse Assistant	3,900	5,650	370	53	53	53	26	26	26	155
07.0305	Surgical Technician	N/A	N/A	N/A	33	33	33	16	16	16	0
07.0402 ²	Physical Therapy Aide	10	10	0	0	0	0	0	0	0	0
07.0903 ²	Inhal. Therapy	540	880	60	40	40	40	20	20	20	0
07.0904	Medical Assistant	670	1,200	90	0	0	0	0	0	0	0
07.0907	Medical Emergency Tech.	N/A	N/A	N/A	0	0	0	0	0	0	15
07.9900	Ward Clk/Med. Records Tech.	N/A	N/A	N/A	0	0	0	0	0	0	0
09.0200	WAGE EARNING HOME ECONOMICS										
09.0201	Care & Guidance of Children	3,700	5,170	400	154	154	157	77	77	78	0
09.0202	Clothing Management Prod.	660	760	60	119	119	119	60	60	60	0
09.0203	Food Management	530	650	40	317	319	327	204	205	209	25
09.0299	Other (HERO) Multi-Occup.	N/A	N/A	N/A	126	125	127	63	62	63	0

MONTANA DISTRIBUTION OF EMPLOYMENT
BY MAJOR OCCUPATIONAL GROUP
1976 AND PROJECTED 1985

MAJOR OCCUPATIONAL GROUP	1976		PROJECTED 1985		PERCENT CHANGE 1976-1985
	EMPLOYMENT	PERCENT DISTRIBUTION	EMPLOYMENT	PERCENT DISTRIBUTION	
TOTAL ALL OCCUPATIONS	314,750	100.0	417,380	100.0	32.6
WHITE COLLAR WORKERS	148,650	47.2	201,960	48.4	35.9
Professional, Technical and Kindred	46,210	14.7	62,170	14.9	34.5
Managers, Officials, and Proprietors	40,780	13.0	54,900	13.2	34.6
Sales Workers	16,990	5.4	22,140	5.3	30.3
Clerical Workers	44,670	14.2	62,750	15.0	40.5
BLUE COLLAR WORKERS	87,180	27.7	116,890	28.0	34.1
Craft and Kindred Workers	39,470	12.5	55,740	13.4	41.2
Operatives	32,120	10.2	41,060	9.8	27.8
Laborers, Except Farmers	15,590	5.0	20,090	4.8	28.9
SERVICE WORKERS	46,790	14.9	66,430	15.9	42.0
FARMERS AND FARM WORKERS	32,130	10.2	32,100	7.7	-0.1

TOTAL EMPLOYMENT
BY MAJOR OCCUPATIONAL GROUP
1985

MAJOR OCCUPATIONAL GROUP	PROJECTED EMPLOYMENT 1985
TOTAL ALL OCCUPATIONS	417,380
Professional, Technical, and Kindred	62,170
Managers, Officials, and Proprietors	54,900
Sales Workers	22,140
Clerical Workers	62,750
Craft and Kindred Workers	55,740
Operatives	41,060
Service Workers	66,430
Laborers, Except Farm	20,090
Farmers and Farm Workers	32,100

MONTANA EMPLOYMENT BY MAJOR DIVISION
1970, 1976, AND PROJECTED 1985

INDUSTRY	EMPLOYMENT		
	<u>1970</u>	<u>1976</u>	<u>1985</u>
TOTAL, ALL INDUSTRIES	254.7	314.8	417.5
Agriculture, Forestry, Fisheries	34.3	39.8	39.8
Mining	6.7	6.6	10.7
Construction	18.1	23.1	34.7
Manufacturing	24.7	25.0	30.4
Durable Goods	15.8	16.2	20.5
Nondurable Goods	8.9	8.8	9.9
Transportation, Communication, & Public Utilities	18.5	21.4	30.4
Trade	57.1	75.9	100.9
Wholesale	10.4	13.5	17.3
Retail	46.7	62.4	83.6
Finance, Insurance, & Real Estate	9.3	12.3	17.9
Services	71.8	93.0	130.0
Public Administration	14.2	17.8	22.6

TOTAL EMPLOYMENT
BY MAJOR DIVISION

INDUSTRY	PROJECTED 1985 EMPLOYMENT
TOTAL ALL INDUSTRIES	417,482
Agriculture, Forestry, Fisheries	39,838
Mining	10,710
Construction	34,722
Manufacturing	30,411
Trans., Comm., & Public Utilities	30,400
Wholesale & Retail Trade	100,899
Fin., Ins., & Real Estate	17,869
Services	130,008
Government <u>1</u> /	22,625

Services - ESP - 5 year Project
Outlook 80 - UseM
1980-85-Projections

OCCUPATIONAL DEMAND AND SUPPLY **

OPI Data

OE CODE	National Labor - Supply Stats. OCCUPATION	1981 AVERAGE ANNUAL EMPLOYMENT	AVERAGE ANNUAL JOB OPENINGS	1981 VOC ED SECONDARY ENROLLMENT	1981 VOC ED POSTSECONDARY ENROLLMENT	AVAILABLE FOR WORK SECONDARY	AVAILABLE FOR WORK POSTSECONDARY	TOTAL AVAILABLE	AVG. AVAIL. FROM OTHER SERVICES
	<u>AGRICULTURE</u>								
01.0100	Ag. Production	32070	1590	3654	18	857	10	867	47
01.0200	Ag. Supplies & Service	260	0	---	---	---	---	---	12
01.0300	Ag. Mechanics	1340	80	310	33	145	28	173	25
01.0500	Ornamental Hort.	1540	150	---	---	---	---	---	0
01.0700	Forestry	2240	40	98	53	47	37	84	46
01.9900	Other	610	30	---	---	---	---	---	50
	<u>DISTRIBUTIVE</u>								
04.0100	Advertising	2060	120	---	---	---	---	---	0
04.0200	Apparel	N/A	N/A	---	---	---	---	---	0
* 04.0400	Finance & Credit	3750	250	---	---	---	---	---	1
04.0600	Food Distributing	3140	130	---	---	---	---	---	7
04.0700	Food Services	3570	210	---	---	---	---	---	54
04.0800	General Merchandising	8930	520	1459	176	375	92	467	12
* 04.1100	Hotel & Lodging	11040	750	---	---	---	---	---	29
04.1500	Personal Service	2790	160	---	---	---	---	---	7
	<u>HEALTH</u>								
07.0101	Dental Asst.	900	70	---	45	---	33	33	0
07.0102	Dental Hygienist	70	10	---	---	---	---	---	1
07.0203	Medical Lab Aide	1440	70	---	---	---	---	---	0
* 07.0301	Nurse Assoc. Degree	4200	270	---	---	---	---	---	65
* 07.0302	Practical Nurse	2270	180	---	340	---	172	172	50
* 07.0303	Nurse Asst.	5650	370	38	53	10	53	63	155
07.0305	Surgical Tech.	N/A	N/A	---	18	---	15	15	0
* 07.0402	Physical Ther. Aide	10	0	---	---	---	---	---	0
07.0903	Inhalation Ther.	880	60	---	36	---	20	20	0
07.0904	Medical Asst.	1200	90	---	---	---	---	---	0
* 07.0907	Med. Emerg. Tech.	N/A	N/A	---	---	---	---	---	15
07.9900	Other	N/A	N/A	15	---	5	---	5	0
	<u>WAGE EARNING HOME EC.</u>								
* 09.0201	Care & Guidance/Children	5170	400	151	---	88	---	88	0
09.0202	Clothing Mgmt.	760	60	11	---	5	---	5	0
09.0203	Food Mgmt.	650	40	183	79	105	52	157	25
09.0299	Other	N/A	N/A	127	---	80	---	80	0

OCCUPATIONAL DEMAND & SUPPLY (CONT.)

OE CODE	OCCUPATION	1981 AVERAGE EMPLOYMENT	AVERAGE ANNUAL JOB OPENINGS	1981 VOC ED SECONDARY ENROLLMENT	1981 VOC ED POSTSECONDARY ENROLLMENT	AVAILABLE FOR WORK SECONDARY	AVAILABLE FOR WORK POSTSECONDARY	TOTAL AVAILABLE	AVG. AVAIL. FROM OTHER SERVICES
<u>OFFICE OCCUPATIONS</u>									
* 14.0100	Accounting	11300	640	---	266	---	142	142	92
14.0201	Data Processing	990	30	---	229	---	140	140	47
* 14.0300	Office Clerk	9290	650	686	64	429	44	473	345
* 14.0700	Secretarial/Steno/Related	14830	1000	402	1027	268	610	878	170
14.0900	Typing	3020	140	---	---	---	---	---	6
14.9900	Other	N/A	N/A	128	---	82	---	82	2
* 14.0203	Programmers	N/A	N/A	---	118	---	95	95	---
14.0600	Ed. Asst.	N/A	N/A	---	---	---	---	---	---
<u>TECHNICAL</u>									
- 16.0106	Civil Technician	N/A	N/A	---	19	---	10	10	10
16.0107	Electrical Tech.	420	10	---	56	---	30	30	4
16.0109	Electro Mech. Tech.	N/A	N/A	---	45	---	19	19	0
16.0601	Commercial Pilot	310	20	---	---	---	---	---	N/A
* 16.0699	Energy Technician	220	10	---	---	---	---	---	0
<u>TRADES & INDUSTRIES</u>									
17.0100	Air Conditioning	600	40	---	72	---	37	37	0
17.0200	Appliance Repair	870	60	---	---	---	---	---	11
17.0301	Body & Fender	1000	50	---	110	---	60	60	68
* 17.0302	Mechanics - Auto	6290	280	1230	244	465	189	654	130
17.0400	Air Frame/Power Plant	180	10	---	76	---	39	39	3
17.0700	Commercial Art	760	40	---	---	---	---	---	0
17.0900	Photography	660	40	---	---	---	---	---	0
* 17.1001	Carpentry	8770	380	692	59	261	27	288	207
* 17.1002	Electricity	2880	170	---	59	---	56	56	0
* 17.1003	Hvy. Equip. Oper/Main	6580	380	---	144	---	93	93	19
17.1200	Diesel Mech.	580	20	---	75	161	34	195	4
17.1300	Drafting	1010	50	783	30	59	30	89	10
17.1500	Electronics	550	20	353	---	39	---	39	2
17.1900	Graphic Arts	7410	10	128	---	---	10	10	0
17.2102	Watch Repair/Related	140	---	---	17	---	35	55	15
17.2302	Machine Shop	980	50	31	40	20	15	272	112
* 17.2206	Welding & Cutting	2440	120	576	752	100	172	---	0
17.2700	Plastics	N/A	N/A	---	---	---	---	---	---

OCCUPATIONAL DEMAND & SUPPLY (CONT.)

OE CODE	OCCUPATION	1981 AVERAGE EMPLOYMENT	AVERAGE ANNUAL JOB OPENINGS	1981 VOC ED SECONDARY ENROLLMENT	1981 VOC ED POSTSECONDARY ENROLLMENT	AVAILABLE FOR WORK SECONDARY	AVAILABLE FOR WORK POSTSECONDARY	TOTAL AVAILABLE	AVG. AVAIL. FROM OTHER SERVICES
17.2900	Quantity Food Occupations	23300	1480	---	---	---	---	---	0
17.3130	Small Engines	N/A	N/A	307	46	31	30	61	6
17.9900	Other	N/A	N/A	732	12	212	12	224	0
17.0108	Industrial Electronics	N/A	N/A	---	83	---	37	37	0
	<u>OTHER CODES</u>								
99.0000	Industrial Arts	N/A	N/A	4758	---	466	---	466	N/A

* Areas that appear to have good future employment opportunities, some may be considered for new and emerging occupations. Based on five year occupational outlook 1980-1985. Source: Employment Security Division, Montana Office of Public Instruction.

** Please note that when the Montana Occupational Information System becomes operational early in Fiscal Year 1983, it will completely replace this table. The OIS is an automated system of reporting occupational supply and demand that uses current data and matches occupational needs to training programs from all sources through an occupational clustering method. The OIS will provide a complete and detailed report on Montana Occupational supply and demand.

EMPLOYMENT and LABOR FORCE (in thousands)

	<u>1978</u>	<u>1981</u>	<u>Inc/Dec.</u>
Civilian Labor Force	370.0	381.0	11.0
Employment	348.0	355.0	7.0
Agricultural Employment	33.0	30.6	(2.4)
Unemployment	22.0	26.0	4.0
Non-Farm Wage and Salary Jobs	280.4	285.2	4.8
Female Non-Farm Wage and Salary Jobs	120.6	130.3	9.7
Manufacturing	26.3	23.5	(2.8)
Durable Goods	17.4	14.5	(2.9)
Lumber & Wood Products	10.7	9.1	(1.6)
Primary Metals	3.2	2.1	(1.1)
Other	3.5	3.4	(.1)
Non-Durable Goods	8.9	9.0	(.1)
Food Products	4.0	3.8	(.2)
Printing and Publishing	2.3	2.3	--
Petroleum and Coal	1.1	1.1	--
Other	1.5	1.8	.3
Mining	7.0	11.5	4.5
Metal	2.0	2.3	.3
Coal, Quarrying	2.1	2.3	.2
Oil and Gas	2.9	6.9	4.0
Contract Construction	16.7	13.4	(3.3)
General Building	5.8	3.8	(2.0)
Heavy Construction	4.7	4.4	(.3)
Special Trades	6.2	5.1	(1.1)
Transportation & Public Utilities	21.7	22.7	1.0
Railroad	6.8	6.0	(.8)
Transportation	6.7	7.2	.5
Electric, Gas, Sanitation	8.2	9.6	1.4
Wholesale & Retail Trade	72.2	73.7	1.5
Wholesale	16.5	18.2	1.7
Retail	55.7	55.5	(.2)
General Merchandise	8.5	8.5	--
Food Stores	7.6	8.1	.5
Automobile Dealers & Service Stations	8.9	7.5	(1.4)
Food Services	19.9	20.8	.9
Other	10.8	10.7	(.1)
Finance, Insurance & Real Estate	12.2	12.9	.7
Services	52.6	56.7	4.1
Hotel, Motel, etc.	6.6	7.4	.8
Personal	2.6	2.6	--
Medical	17.2	19.3	2.1
Other	26.2	27.4	1.2

Government	71.7	70.7	(1.0)
Federal	13.6	13.7	.1
Colleges & Universities	8.6	8.4	(.2)
Other State Government	11.1	10.3	(.8)
Local Education	23.8	23.1	(.7)
Other Local Government	14.6	15.1	.5

VIII.

1980 POPULATION BY RACE AND ETHNIC BACKGROUND

MONTANA COUNTY	TOTAL	WHITE	BLACK	AM. INDIAN ESKIMO, ALEUT.	ASIAN AND PAC. ISLANDR.	OTHER
	786,690	740,148	1,786	37,270	2,503	4,983
Beaverhead	8,186	8,050	4	100	16	16
Big Horn	11,096	5,781	5	5,126	49	135
Blaine	6,999	4,764	2	2,220	5	8
Broadwater	3,267	3,224	2	27	6	8
Carbon	8,099	8,019	3	32	20	25
Carter	1,799	1,792	---	6	---	1
Cascade	80,696	76,013	981	2,670	481	551
Chouteau	6,092	5,883	1	203	2	3
Custer	13,109	12,818	4	185	31	71
Daniels	2,835	2,806	---	16	9	4
Dawson	11,805	11,662	5	78	23	37
Deer Lodge	12,518	12,170	40	247	24	37
Fallon	3,763	3,739	---	10	6	8
Fergus	13,076	12,905	8	125	17	21
Flathead	51,966	51,086	37	552	139	152
Gallatin	42,865	42,023	36	458	192	156
Garfield	1,656	1,650	---	6	---	---
Glacier	10,628	5,703	3	4,882	6	34
Golden Valley	1,026	1,010	5	3	1	7
Granite	2,700	2,660	---	27	2	11
Hill	17,985	15,539	9	2,293	77	67
Jefferson	7,029	6,869	2	115	23	20
Judith Basin	2,646	2,629	---	10	---	7
Lake	19,056	15,803	20	3,162	20	51
Lewis & Clark	43,039	41,839	57	771	155	217
Liberty	2,329	2,309	---	13	4	3
Lincoln	17,752	17,374	7	232	48	91
McCone	2,702	2,690	---	8	2	2
Madison	5,448	5,394	---	30	7	17
Meagher	2,154	2,140	---	10	1	3
Mineral	3,675	3,599	---	45	15	16
Missoula	76,016	73,532	139	1,358	302	685
Musselshell	4,428	4,399	2	13	3	11
Park	12,660	12,561	2	62	18	17
Petroleum	655	645	1	5	4	---
Phillips	5,367	4,971	---	362	13	21
Pondera	6,731	6,050	1	655	7	18
Powder River	2,520	2,475	---	33	6	6
Powell	6,958	6,735	12	169	15	27
Prairie	1,836	1,799	---	24	6	7
Ravalli	22,493	21,996	37	160	57	243
Richland	12,243	11,949	5	114	16	159
Roosevelt	10,467	6,527	---	3,865	36	39
Rosebud	9,899	7,377	8	2,433	35	46
Sanders	8,675	8,241	6	393	21	41
Sheridan	5,414	5,346	3	38	19	6
Silver Bow	38,092	37,106	42	539	135	270
Stillwater	5,598	5,558	---	31	---	9
Sweet Grass	3,216	3,195	---	14	6	1
Teton	6,491	6,398	---	81	4	3

1980 POPULATION BY RACE AND ETHNIC BACKGROUND (cont.)

MONTANA COUNTY	TOTAL	WHITE	BLACK	AM. INDIAN ESKIMO, ALEUT.	ASIAN AND PAC. ISLDR.	OTHER
Toole	5,559	5,468	1	83	3	4
Treasure	981	958	---	4	1	18
Valley	10,250	9,292	5	890	36	27
Wheatland	2,359	2,345	---	8	3	3
Wibaux	1,476	1,466	---	5	---	5
Yellowstone	108,035	103,546	289	2,268	372	1,560

ESTIMATED POPULATIONS

	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>
Economically Disadvantaged (14-17 yrs.)	3,611	3,792	3,792	3,602	3,242
Academically Disadvantaged (9-12 yrs.)	3,606	3,678	3,678	3,604	3,532
Handicapped (9-12 yrs.)	2,673	2,673	2,646	2,620	2,594
L.E.S.A. (15-24 yrs.)	2,000	2,000	2,000	2,000	2,000
	<u>Per Year</u>				
Total Disadvantaged	55,000				
Total Handicapped	32,000				

VIII.

COMPOSITION OF ENROLLMENT
BY RACE OR ETHNIC BACKGROUND

Program	Total	Male	Female	Secondary	Postsecondary
American Indian or Alaskan Native	852	506	346	800	52
Black, not of Hispanic Origin	40	20	20	30	10
Asian or Pacific Islander	16	13	3	13	3
Hispanic	41	27	14	30	11
White, not of Hispanic Origin	31,101	18,206	12,895	27,183	3,918

IX. FISCAL SUMMARIES AND ASSURANCES OF COMPLIANCE

A. Summary of Funding by Level and Purpose

As stated elsewhere, the State Board of Vocational Education in 1977 decided not to allocate federal funds for adult vocational education programs for the 1978-79 biennium due to the severe limitations on funds. It should also be noted that the vocational technical centers in Montana are funded by institution rather than by program, consequently funding allocations will be reported by institution.

B. Fiscal Assurances

1. All secondary and postsecondary vocational education funds, whether federal or state, are awarded on the basis of project or institutional applications. All programs or activities supported by such funds have met the same requirements as federally funded programs.
2. State matching and maintenance of effort requirements were met only by actual expenditures of funds and no in-kind contributions were used. Revised systems were implemented in FY 80 to monitor maintenance of effort and insure that recipients of federal funds are in compliance. A continuing decrease in appropriated state funds has caused concern at the state level but it is anticipated that support will be adequate in future years to meet federal guidelines.
3. State and local expenditures in FY 1977 were \$8,311,370; \$10,053,128 in FY 1978; \$11,602,948 in FY 79; and \$13,785,843 in FY 1980.

FUND DISTRIBUTION

Step 1 - Divide Federal Funds by purpose (see budget page).

- (a) Section 120 purposes
- (b) Section 130 purposes
- (c) Section 140 purposes
- (d) Section 150 purposes
- (e) Administration, planning and evaluation. X

Step 2 - Receive and review applications from LEAs and other eligible recipients.

Step 3 - Prioritize applications:

- (1) Economically depressed areas (20%) basis:
 - (a) Rate of unemployment
 - (b) Ability to provide resources to vocational programs (state support, tax base).
- (2) New programs (20%) - Programs that are designed to meet a new and emerging need in the area of manpower and job opportunities. This is determined by shortage of labor supply in occupational areas.

Step 4 - Rating of applications, economic, social and demographic factors.

- (1) Relative financial ability, (30%) property wealth per capita of local school districts and of other public agencies having a tax base on the total tax effort of the area served by these schools.
- (2) Concentration of low income families or individuals (30%) based on the areas with the largest number of families below the State poverty level.

(1) The State will use as the two most important factors in determining this distribution (1) in the case of local educational agencies, the relative financial ability of such agencies to provide the resources necessary to meet the need for vocational education in the areas they service and the relative number or concentration of low income families or individuals within such agencies, and (2) in the case of other eligible recipients, the relative financial ability of such recipients to provide the resources necessary to initiate or maintain vocational education programs to meet the needs of their students and the relative number or concentration of students whom they serve whose education imposes higher than average costs, such as handicapped students, students from low income families, students from rurally isolated reservation communities and students from families in which English is not the dominant language.

(ii) Program applications considered for funding will be rated according to the following formula:

(a) 30% on the concentration of low income families:

High	Low
10 9 8 7 6 5 4 3 2 1	x 30% = possible points

(b) 30% on relative ability to pay:

High	Low
10 9 8 7 6 5 4 3 2 1	x 30% = possible points

(c) 20% on depressed areas:

High	Low
10 9 8 7 6 5 4 3 2 1	x 20% = possible points

(d) 20% on the development of new programs:

High	Low
10 9 8 7 6 5 4 3 2 1	x 20% = possible points

Total points _____

(iii) The State of Montana will not allocate such funds among recipients declared eligible under federal and state guidelines on the basis of per capita enrollment or through matching of local expenditures on a uniform basis or deny funds to any recipient which is making a reasonable tax effort or financial contribution, solely because such recipient is unable to pay the nonfederal share of the cost of new programs.

(iiii) Local applications will include total program budgets. A finalized expenditure report will be the basis for reimbursement.

(iiiii) Project applications are reviewed by State staff. After initial acceptance and prioritization the projects are applied to funding criteria and the amount of funds available in each funding area. The amount of federal funding available makes this two-step approach necessary to fund projects with the most need. The initial review process will determine projects that are to be involved in the funding formula.

- C. The following factors will be considered and applied to the projects that meet funding requirements in Montana.

(i) Concentration of low income families (30%).

The funding formula will give due consideration to the relative concentration of low income families or individuals within such agencies. The following scale will be used to determine the point value of this factor for each school district.

10 points	16.3% and above
9 points	14.6 - 16.2%
8 points	12.9 - 14.5%
7 points	11.2 - 12.8%
6 points	9.5 - 11.1%
5 points	7.8 - 9.4%
4 points	6.1 - 7.7%
3 points	4.4 - 6.0%
2 points	2.7 - 4.3%
1 point	1.0 - 2.6%

The point values will then be included in the formula computation.

(ii) Relative Ability to Pay.

The funding formula implemented and revised for Montana will use an Adjusted Ability to Pay method. This procedure will provide for a comparison of taxable valuation and actual mill levies to determine the areas with the most need. The funding formula will provide standardization of comparisons at the district level. A three step computation is used to determine the relative wealth of districts as follows:

Step A

Ability to Pay

$$= \frac{\text{School District taxable valuation per ANB}}{\text{State Average taxable valuation per ANB}}$$

Step B

Adjusted Ability to Pay

$$= \frac{\text{Local District operating Mill Levies}}{\text{State Average District Mill Levies}}$$

Step C

School District Relative Ability to Pay

- Adjusted Ability to Pay
Ability to Pay

<u>Point Conversion</u>	<u>Points</u>
2.71 or above	10
2.41 to 2.70	9
2.11 to 2.40	8
1.81 to 2.10	7
1.51 to 1.80	6
1.21 to 1.50	5
.91 to 1.20	4
.61 to .90	3
.31 to .60	2
.01 to .30	1

- (a) The data used in the formula for the adjusted effort factor will be updated annually and will be taken from the Annual Report of County Superintendents submitted for each school district to the Office of Public Instruction.
- (b) The five area Vocational Centers and Community Colleges will be considered to have the same relative ability to pay as the State average.
- (c) Units of the Montana University System and State Institutions will be considered on an individual project basis.

(iii) Depressed Areas

Depressed areas will be determined by the relative unemployment rate compared to the current State average. The point system will change as new data becomes available. (See demographic data.)

1980 general unemployment state average 7.0 for 1980.
Projected annual increase of 3.6% through 1985.
(February 1980 - 7.0%) (February 1982 - 10.69%)

10 points	15% or above
9 points	13.4 - 14.9%
8 points	11.8 - 13.3%
7 points	10.2 - 11.7%
6 points	8.6 - 10.1%
5 points	7.0 - 8.5%
4 points	5.4 - 6.9%
3 points	3.8 - 5.3%
2 points	2.2 - 3.7%
1 point	.1 - 2.1%

(iiii) New programs.

Programs designed to meet new and emerging needs in the area of manpower and job opportunities.

Points assigned in this area will be assigned based on the data in the Demographic and Statistical Section of this plan by comparing project applications to area needs. The statistics available in this area are constantly changing and data will be updated at regular intervals. The data available is regularly prepared by the Research Department of the State of Montana Employment Security Division. Statistical bases to be considered include: Labor Surplus Areas, Employment By Occupation 1976-1985; Industry Employment and Average Annual Job Openings 1976-1985. Points will be assigned based on consideration of these data bases. Additional information is supplied in future job needs section.

Additional Funding Formula Data

All project applications will be prioritized according to the demographic, future needs and funding formula data available in Montana. Statistical information will be applied at the L.E.A. level, such as taxable values and mill levies where this data is available. In some cases, such as unemployment percentages, county statistics will be used. The project applications receiving the most points will be given priority based on the availability of funds for distribution.

The automated system for the prioritization of LEA's based on federal fund distribution requirements was designed in FY 81 and implemented in FY 82. This system will provide three reports to determine eligibility and funding status of all eligible recipients in the state of Montana. The three reports that are produced are:

1. Prioritization of all eligible recipients based on formula factors by LEA and county.
2. Distribution of available federal funds prioritized by formula factors based on competitive project proposals.
3. Distribution of available federal funds prioritized by formula factors to eligible recipients involved in entitlement programs where all LEA's receive funding.

This system has the flexibility to include all Montana LEA's, receive periodic updates, monitor federal fund balances and provide readily accessible reports.

Additional aspects and results of the formula system are included in the demographic data section of this document.

The LEA's are obligated to provide the following data for funding consideration:

Total costs associated with each vocational education project including: local, state and federal effort.

The amount of vocational education funds to supplement local funds to improve vocational programs. Funds will not be approved when it has been determined that supplanting of local funds will occur. A school must not decrease the amount spent in the vocational programs from one year to the next.

The financial obligation in the following "excess cost" areas:

- a. instructional supplies;
- b. instructional minor equipment;
- c. instructional travel expenses;
- d. instructional equipment maintenance and repair;
- e. instructional major equipment;
- f. extended contract salaries;
- g. student organization stipends.

These areas are defined as "excess costs" because expenditures are beyond the regular operational (local) function of the project. These costs must be easily identifiable to the specific vocational education funding received by the L.E.A. Funds expended in the above areas are generally associated with expansion of vocational education programs and provide a basis for measurement of expansion without supplanting.

The concept of relative ability to pay is a comparison of school district taxable valuations and the actual mills needed to finance district operations. These amounts are compared to a state average to insure standardization and equalization of fund allocations.

Some examples of these funding factors for relative ability to pay follow:

District A

Step 1

Taxable Value per ANB = 27,624

State Average TV per ANB = 25,140

1.09 = Ability to Pay.

Step 2

Local District Operating Mills = 48.730

State Average District Mills = 54.759

.88 Adjusted Ability to Pay

Step 3 - School District Relative Ability to Pay

.88 = Adjusted Ability to Pay

1.09 Ability to pay

= .80 = Point Factor of 3.

District B

Step 1

Taxable Value per ANB = 359,606

State Average TV per ANB = 25,140

14.30 = Ability to Pay

Step 2

Local District Operating Mills = 24.040

State Average District Mills = 54.759

.43 = Adjusted Ability to Pay

Step 3 - School District Relative Ability to Pay

.43 Adjusted Ability to Pay

14.30 Ability to Pay

= .03 = Point factor of 1

District C

Step 1

Taxable Value per ANB = 12,517

State Average TV per ANB = 25,140

.49 = Ability to Pay

Step 2

Local District Operating Mills = 44.150

State Average District Mills = 54.759

.80 = Adjusted Ability to Pay

Step 3 - School District Relative Ability to Pay

.80 = Adjusted Ability to Pay

.49 = Ability to Pay

= 1.63 = Point factor 6

District D

Step 1

Taxable Value per ANB = 17,437

State Average TV per ANB = 25,140

.69 = Ability to Pay

Step 2

Local District Operating Mills = 88.210

State Average District Mills = 54.759

1.61 = Adjusted Ability to Pay

Step 3 - School District Relative Ability to Pay

1.61 = Adjusted Ability to Pay

.69 = Ability to Pay

=2.33 = Point Factor of 8

The four districts involved in this example contain a vast span of data. District A is an average district with unemployment below the state average, a low dropout rate and average percentage of families below the poverty level, point factor 3.

District B is a relatively wealthy district with unemployment well below the State average, low dropout rate and lower percentage of low income families than the State average, point factor 1.

District C is a relatively poor district with unemployment above the State average, a high dropout rate and one of the highest percentages of families receiving income below poverty level, point factor 6.

District D is a relatively poor district with a high unemployment rate, labor surplus, above average dropout rate and about average percentage of families with incomes below the poverty level, point factor 8.

6. The Superintendent of Public Instruction will use federal funds made available under this Act to supplement and, to the extent practicable, increase the amount of state and local funds that would in the absence of such federal funds, be made available for the uses specified in the Act and in no case will supplant such state or local funds.
7. Montana will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for federal funds paid to the State (including funds under this Act paid to eligible recipients by the State.)

Each state-level vocational program area consultant will review secondary and postsecondary applications to determine that past funding levels have been maintained. Secondary and postsecondary funding efforts will be summated to determine the overall level of maintenance of effort for vocational education in Montana.

Program applications will be reviewed by state vocational program area consultants to determine that each meets approval criteria. Each approved project will submit a claim with itemized actual expenditures near the closing of each academic year. Each program's expenditures will be verified by state educational personnel. Verified actual expenditures will then be compared with expenditures as verified by state educational personnel. Verified actual expenditures will then be compared with expenditures

of previous years to determine that effort has been maintained on a per student or aggregate basis. As eligibility is determined, the formula factors will be computed and a point rating will be assigned. The formula will then be applied to all eligible vocational programs and programs will receive payment twice each calendar year.

- 8 The funds received under this Act will not be used for any program of Vocational Education (except personnel training programs under Section 135, renovation programs under Sub Part 4 of Part B, and Consumer and Homemaking programs under Sub Part 5 of this Act) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice regardless of sex. As an integral part of a program of orientation and preparation, and for purpose of this section, the term "significant assistance" shall be defined to mean: Programs to assist students (including the disadvantaged and the handicapped) in identifying and developing individual aptitudes, interests, abilities, skills, experiences, aspirations, and any other considerations that relate to choosing an occupation.
9. Montana has instituted policies and procedures to insure that copies of the Five Year Plan for Vocational Education, Annual Program Plan, Accountability Report, and all statement of general policies, rules, regulations, and procedures issued by the Superintendent of Public Instruction and by any state agencies to which any responsibility is delegated by the Superintendent concerning the administration of such plan will be made reasonably available to the public.
10. The funds used for purposes of Section 110(a) are consistent with the State Plan submitted pursuant to Section 613(a) of the Education of the Handicapped Act.
11. The Superintendent of Public Instruction assures that the office will cooperate with the Administrator of the National Center for Education Statistics, HEW, in supplying and complying on its report with the information elements and definition requirements as specified in Section 161(a) of the Act.
12. The Superintendent of Public Instruction assures that students served by Indian Tribal organizations receiving funds under the Secretary's discretionary programs, under the authority of the Act, shall be eligible to participate in vocational education programs administered by the Superintendent of Public Instruction.

13. Where appropriate, the Superintendent will give special consideration to outlying districts removed from major population centers to assure the equality of educational opportunity exists through quality vocational education programs for persons living in remote and sparsely populated areas.
14. The Superintendent assures that state and local funds applied to matching and maintenance of effort requirements will meet the same conditions and requirements as federal funds, and that in-kind contributions shall not be used as part of the state's matching and maintenance of effort requirements.

	PLANNED		FY 1981	FY 1981	FY 1980
	BUDGET	TOTAL	PROGRAM ADMINISTRATION	CARRYOVER	CARRY IN
Section 120 Basic Grant					
Disadvantaged	418,148 ✓		15,000	91,323	91,370
Handicapped	227,381 ✓		15,000	137,332	65,672
Postsecondary	1,113,328				41,120
State Administration	170,000 ✓				
Sex Bias	50,000 ✓		50,000		
Displaced Homemaker	20,716 ✓				
Apprenticeship	75,000 ✓			9,037	
Emerging Occ.	<u>245,000</u>			33,076	
		<u>2,319,573</u>			
Section 130 Program Improvement					
Disadvantaged	104,537		19,282	22,881	53,213
Handicapped	56,845 ✓			51,718	35,171
State Administration	42,500				
Guidance	104,537			22,194	51,446
Research	61,783		37,783	846	
Exemplary	-0-				
Curriculum	18,712			981	
Teacher Development	<u>133,771</u>			19,046	46,061
		<u>522,685</u>			
Section 140 Special Disadvantaged		<u>82,752</u>	41,300	2,886	6,228
Section 150 Consumer & Home Ec.		<u>179,973</u>	42,527		
Section 102 Planning & Evaluation		<u>20,688</u>	20,688		
		<u>3,125,671</u>	241,580	391,320	390,281

FY 81 PLANNED AND ACTUAL EXPENDITURES
ADMINISTRATION

TABLE II

	PLANNED		ACTUAL		STATE MATCH
	STATE ADMINISTRATION	PROGRAM ADMINISTRATION	STATE ADMINISTRATION	PROGRAM ADMINISTRATION	
120 Basic Grant Administration Disadvantaged Handicapped Sex Bias	170,000	15,000 15,000 50,000	170,000	15,000 15,000 *50,000	170,000 15,000 15,000
130 Program Improvement Administration Disadvantaged Research	42,500	19,282 37,783	42,500	19,282 *37,783	42,500 19,282
140 Special Disadvantaged		41,300		*41,300	
150 Consumer and Home Economics		42,527		*42,527	
102 Planning and Evaluation		<u>20,688</u>		<u>*20,688</u>	
TOTAL:	212,500	241,580	212,500	241,580	261,782

* No State match required for these funds

NOTE: State support = 199,858 State Appropriation
50,000 SBAS - Administration
11,924 Administrative Support
261,782

FY 1981 PLANNED AND ACTUAL EXPENDITURES
DISADVANTAGED

TABLE III

	PLANNED	ACTUAL						
		TOTAL	FEDERAL	80 FUNDS	81 FUNDS	LOCAL	ENROLLMENT	COMPLETIONS
Section 120 Disadvantaged								
Swan River Youth Camp	30,300	128,441	30,007	7,575	22,432	98,434	16	16
Red Lodge H. S.	35,512	110,816	35,498	35,498		75,318	29	29
Great Falls Alternate School	81,827	189,386	81,827		81,827	107,559	127	68
Butte Vo-Tech Center	51,515	123,782	50,362	28,552	21,810	73,420	169	94
Whitewater H. S.	12,530	25,850	11,230		11,230	14,620	22	0
Salish Kootenai Comm. College	31,187	61,421	28,084		28,084	33,337	52	2
Scobey H. S.	32,525	66,243	26,243	4,172	22,071	40,000	96	51
Mountain View School	8,815	17,361	8,361	2,204	6,157	9,000	128	0
Pine Hills School	14,700	73,151	14,700		14,700	58,451	200	0
Arlee H. S.	17,825	37,701	16,599	13,369	3,230	21,102	38	32
Lambert H. S.	27,800	64,124	27,798		27,798	36,326	28	0
Salish Kootenai Comm. College	48,826	96,590	42,980		42,980	53,610	80	9
Pine Hills School	30,500	30,500	30,500		30,500		N/A	
SUB-TOTAL:	423,862	1,025,366	404,189	91,370	312,819	621,177	985	301
Section 130 Disadvantaged								
Easter Seal PRIME	28,006	28,006	28,006	21,005	7,001		95	89
University of Montana	20,000	121,900	19,740		19,740	102,160	214	202
Northern Montana College	54,163	52,104	52,104	32,208	19,896		579	382
Troy H. S.	12,015	44,250	12,015		12,015	32,235	44	26
SUB-TOTAL:	114,184	246,260	111,865	53,213	58,652	134,395	932	699
TOTAL:	538,046	1,271,626	516,054	144,583	371,471	755,572	1,917	1,000

FY 81 PLANNED AND ACTUAL EXPENDITURES
HANDICAPPED - SPECIAL DISADVANTAGED

TABLE IV

	PLANNED	ACTUAL						
		TOTAL	FEDERAL	80 FUNDS	81 FUNDS	LOCAL	ENROLLMENT	COMPLETION
Section 120 Handicapped			79-(7183)	(7183)				
Warm Springs Hospital	19734	93491	19558	7617	4758	73933	60	30
Bozeman H. S.	18622	56511	18393	8224	10169	38118	21	6
Wolf Point H. S.	9070	23387	9070		9070	14317	6	2
Billings	48764	164197	48764	12191	36573	115433	64	0
School for the Deaf & Blind	33866	284043	32356	23281	9075	251687	16	16
Swan River Youth Camp	5825	5404	5404		5404		16	16
Livingston H. S.	14360	37525	13333	13333		24192	38	20
SUB-TOTAL	150241	664558	146878	71829	75049	517680	221	90
Section 130 Handicapped								
Easter Seals PRIME	28006	28006	28006	28006			95	89
Montana State University	11787	11787	11787	7165	4622		N/A	
SUB-TOTAL	39793	39793	39793	35171	4622		95	89
TOTAL	190034	704351	186671	107000	79671	517680	316	179
Special Disadvantaged								
Section 140								
Whitefish H. S.	30000	60000	30000		30000	30000	113	82
Troy H. S.	14795	14795	14795	6228	8567		44	26
TOTAL	44795	74795	44795	6228	38567	30000	157	108

FY 81 PLANNED AND ACTUAL EXPENDITURES
PROGRAM IMPROVEMENT

TABLE V

	PLANNED	ACTUAL			
		TOTAL	FEDERAL	80 FUNDS	81 FUNDS
Research					
Montana State University	7000	6969	6969		6969
Montana State University	13000	13000	13000		13000
TOTAL RESEARCH	<u>20000</u>	<u>19969</u>	<u>19969</u>		<u>19969</u>
Curriculum					
Montana State University	9887	9887	9887		9887
Bozeman H. S.	4000	3470	3470		3470
Montana State University	4825	4825	4825		4825
TOTAL CURRICULUM	<u>18712</u>	<u>18182</u>	<u>18182</u>		<u>18182</u>
Teacher Development					
Northern Montana College	42609	32046	32046	7538	24508
Montana State University	1500	1500	1500	281	1219
Montana State University	1900	1842	1842	356	1486
Montana State University	3000	2748	2748	562	2186
Montana State University	20668	20310	20310	4650	15660
Montana State University	13300	9975	9975	2494	7481
Montana State University	8798	8279	8279	1649	6630
Montana State University	6750	5286	5286	1266	4020
Northern Montana College	7478	7408	7408		7408
Montana State University	6400	5243	5243	1200	4043
University of Montana	9500	9500	9500	2332	7168
University of Montana	31643	31643	31643	23732	7911
TOTAL TEACHER DEVELOPMENT	<u>153546</u>	<u>135780</u>	<u>135780</u>	<u>46060</u>	<u>89720</u>
TOTAL PROGRAM IMPROVEMENT	<u>192258</u>	<u>173931</u>	<u>173931</u>	<u>46060</u>	<u>127871</u>
Guidance					
Montana Learning Services	19823	19822	19822	18823	999
Northern Montana College	86578	65820	65820	28123	37697
Montana State University	5562	4197	4197		4197
Montana State University	9450	9450	9450		9450
Employment Security Division	4500	4500	4500	4500	
Montana State University	30000	30000	30000		30000
TOTAL	<u>155913</u>	<u>133789</u>	<u>133789</u>	<u>51446</u>	<u>82343</u>

FY 81 PLANNED AND ACTUAL EXPENDITURES
APPRENTICESHIP AND EMERGING AND EMERGENCY OCCUPATIONS

TABLE VI

	PLANNED	ACTUAL				
		TOTAL	FEDERAL	80 FUNDS	81 FUNDS	LOCAL
Apprenticeship						
Helena	25194	47900	23950		23950	23950
Billings	11197	22394	11197		11197	11197
Great Falls	14930	28200	14100		14100	14100
Colstrip	11197	16080	8040		8040	8040
Missoula	8709	14784	7392		7392	7392
Butte	2488	-0-	-0-		-0-	-0-
TOTAL	<u>73715</u>	<u>129358</u>	<u>64679</u>		<u>64679</u>	<u>64679</u>
Emerging and Emergency Occupations						
Great Falls Vo-Tech	15432	1232	616		616	616
TOTAL	<u>15432</u>	<u>1232</u>	<u>616</u>		<u>616</u>	<u>616</u>

FY 1981 VOCATIONAL-TECHNICAL CENTERS
FUNDING SOURCES AND EXPENDITURES

TABLE VII

1981	Billings		Butte		Great Falls		Helena		Missoula	
	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual
Federal	204407	204407	162880	162880	176240	176240	269091	269091	300710	300710
State	543697	563578	570358	604308	587591	595803	1039076	1039079	1056409	1097484
Local	416158	394445	194712	155030	240164	218457	224162	224162	355548	311701
Additional Millage (Local)		48559		116807				22651		
TOTAL	1164262	1210989	927950	1039025	1003995	990500	1532329	1554983	1712667	1709895

Item #1
This and following
pages must be expanded
6,505,392

OE CODE	TOTAL	BILLINGS	BUTTE	GREAT FALLS	HELENA	MISSOULA
AGRICULTURE						
01.0100	Ag-Mgmt 15.50	15.50				
01.0300	Ag. Mech 41.69	12.72			28.97	
01.0700	Forestry 54.83					54.83
DISTRIBUTIVE						
04.0800	Mid-Mgmt 81.16	26.66		1.78		52.72
HEALTH						
07.0101	Dent. Asst. 45.08			45.08		
07.0302	Prac. Nurse 295.15	45.69	64.85	99.08	45.60	39.93
07.0303	Nurse Aide 51.92	28.68		23.24		
07.0305	Surg. Tech. 20.56					20.56
07.0903	Resp. Ther. 32.04					32.04
HOME EC. (W.E.)						
09.0203	Food Service 61.54	24.96				36.58
BUSINESS & OFFICE						
14.0100	Acc/Book. 259.46	26.05	3.36	77.95	47.37	74.73
14.0201	Bus. Data 176.42		42.55		57.83	76.04
14.0203	Programmer 80.86			80.86		
14.0300	Clerical 131.08		20.80	68.79		41.49
14.0700	Secretarial 361.75	71.38	29.42	96.43	58.14	106.38
TECHNICAL						
16.0106	Civil Eng. Tech. 16.27		16.27			
16.0107	Electrical Tech. 52.82		52.82			
16.0109	El-Mech. Tech. 40.77					40.77
TRADES & INDUSTRY						
17.0100	Air Cond/Ref. 50.52	50.52				
17.0301	Auto Body 89.16	41.98				
17.0302	Auto Mech. 249.73	80.33	47.	2.40	120.	
17.0400	Aviation 105.96				105.96	
17.0108	Ind. Elec. 121.75				121.75	
17.1001	Build. Trades 104.65			19.95	84.70	
17.2306	Welding 224.54	86.02	45.57		68.34	24.61
17.2302	Machine Shop 47.52		18.23		29.29	
17.1500	Cons. Elec. 8.66				8.66	

This form must be
 returned to the
 person to whom
 this form was
 issued for
 EXPIRATION
 FEBRUARY 1981

FY 81 Planned and Actual Expenditures
Apprenticeship and Emerging and Emergency Occupations
(continued)

OE CODE		TOTAL	BILLINGS	BUTTE	GREAT FALLS	HELENA	MISSOULA
	Trades & Indus. (cont)						
17.9900	Truck & Coach Mech.	19.67				19.67	
17.9901	Truck Driving						
17.1300	Drafting	57.13	28.82	28.31			
17.1200	Diesel Mech.	161.67	74.76			87.	
17.3100	Small Eng.	44.39		16.35			28.04
17.9902	Multi Occ.	24.13			24.13		
17.2100	Watchmaking	16.98			16.98		
17.1003	Hvy. Equip. (M)	55.79					55.79
17.1003	Hvy. Equip. (O)	23.74					23.74
			614.07	415.53	579.74 603.87	383.29	708.27

FY 1981 PLANNED AND ACTUAL EXPENDITURES
SECONDARY PROGRAMS

TABLE IX

LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Beaverhead Co. H.S.	01.0100	4062	34237	---	95	38	35 3
	09.0101	3460	19185	1088	132	78	42 36
	14.0702	160	6902	---	18	6	6
		<u>7682</u>	<u>61412</u>	<u>1088</u>			
Chinook H. S.	01.0100		14310		N/A		
	09.0101	1168	10581	707	57	19	7 12
	14.0702C	701	15843	---	8	6	6
		<u>1869</u>	<u>40734</u>	<u>707</u>			
Harlem H. S.	01.0100	2832	23094		67	30	27 3
	* 09.0101	1765	17381	5641 ✓	73	9	1 8
		<u>4597</u>	<u>40475</u>	<u>5641</u>			
Turner H. S.	01.0100	3037	16142		31	6	4 2
		<u>3037</u>	<u>16142</u>				
Broadwater Co. H. S.	09.0101	2308	11951	480	66	11	3 8
	14.0702	266	11051		18	16	16
		<u>2574</u>	<u>23002</u>	<u>480</u>			
Red Lodge H. S.	01.0100		7139		11	1	1
	09.0101	1338	15477	546	68	18	18
	14.0704	415	11336		3	2	2
	17.0302	2075	10993		16	12	12
	17.2306	1037	13590		17	0	
		<u>4865</u>	<u>58535</u>	<u>546</u>			
Bridger H. S.	01.0100	3777	20511		44	6	6
	09.0101	824	13895	495	57	31	11 20
		<u>4601</u>	<u>34406</u>	<u>495</u>			
Joliet H. S.	01.0100	2595	22336		45	14	13 1
	14.0702	193	2700		10	0	
		<u>2788</u>	<u>25036</u>				
Fromberg H. S.	01.0100	2371	13136		36	10	10
	09.0101	1590	8082	374	N/A		
	14.0303	1004	4961		N/A		
		<u>4965</u>	<u>26179</u>	<u>374</u>			

FY 1981 PLANNED AND ACTUAL EXPENDITURES
SECONDARY PROGRAMS

LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Belfry H. S.	01.0100	<u>2045</u> 2045	<u>24559</u> 24559		23	4	4
Carter Co. H. S.	01.0100		43044		89	23	16 7
	* 09.0101		<u>13542</u> 56586	<u>13258</u> 13258	54	15	15
Great Falls H. S.	04.0800C	3035	49040		396	108	46 62
	09.0101	17399	123642	6647	913	452	211 241
	09.0201C	346	8863		16	16	16
	09.0203C	1416	16725		39	39	16 23
	14.0702C	2664	60835		103	83	83
	17.0302	4923	27682		69	42	42
	17.1001	3035	47643		133	56	56
	17.1300	2327	34941		74	25	22 3
	17.1500	2175	22872		48	14	14
	17.2300	6002	76264		411	74	74
	17.9901C	<u>3389</u>	<u>21067</u>		46	45	45
		46711	489574	<u>6647</u>			
Cascade H. S.	01.0100	10881	43412		73	14	11 3
	* 09.0101	1687	13197	4900	66	38	12 26
	14.0704	<u>416</u>	<u>29699</u>		12	12	1 11
		12984	86308	<u>4900</u>			
Centerville H. S.	09.0101	1123	8734	202	N/A		
	09.0202	72	2192		N/A		
	14.0702	290	7949		N/A		
	99.0402	<u>362</u>	<u>10897</u>				
		1847	29772	<u>202</u>			
Belt H. S.	01.0100	4015	26829		32	7	6 1
	09.0101	<u>1670</u>	<u>10578</u>	<u>449</u>	59	25	9 16
		5685	37407	449			
Simms H. S.	01.0100	3054	29439		77	55	52 3
	09.0101	1993	13944	260	110	16	5 11
	14.0704	<u>1543</u>	<u>26888</u>		16	10	3 7
		6590	70271	<u>260</u>			

FY 1981 PLANNED AND ACTUAL EXPENDITURES
SECONDARY PROGRAMS

LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Fort Benton H. S.	09.0101	1045	8927	170	65	23	23
	14.0702	199	10866		5	5	3
	17.0302	956	8549		32	9	9
	17.2300	796	8709		27	9	7 2
		<u>2996</u>	<u>37051</u>	<u>170</u>			
Big Sandy H. S.	01.0100	3832	22676		62	21	20 1
	09.0101	1115	14184	259	34	8	8
	14.0702	232	14625		N/A		
		<u>5179</u>	<u>51485</u>	<u>259</u>			
Custer Co. H. S.	01.0100	6245	24418		42	22	21 1
	04.0800	1239	8142		32	12	1 11
	09.0101	2331	14420	559	146	41	41
	14.0303C	1731	15582		N/A		
	17.0302	1180	19253		50	8	6 2
	17.1001	649	16080		14	4	4
	99.0402	590	31792		110	16	16
		<u>13965</u>	<u>129687</u>	<u>559</u>			
Scobey H. S.	01.0100	1625	13698		27	5	4 1
	09.0101	1815	13246	375	54	17	17
	14.0704	628	4261		N/A		
	17.1001	1042	7613		N/A		
	99.0402	235	4028		4	4	4
		<u>5345</u>	<u>42846</u>	<u>375</u>			
Dawson Co. H. S.	04.0800C	354	17863		58	21	6 15
	09.0101	5163	39932	1315	112	39	5 34
	14.0702	905	4080		18	9	9
	17.0302C	2557	13473		101	17	17
	17.2306C	2901	28211		120	16	16
	99.0402	339	12614		87	22	22
		<u>12219</u>	<u>116173</u>	<u>1315</u>			

FY 1981 PLANNED AND ACTUAL EXPENDITURES
SECONDARY PROGRAMS

LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Anaconda H. S.	09.0101	4839	48912	720	189	183	44 139
	14.0702	1416	9599		27	27	27
	17.1001	2065	22841		39	38	38
	17.1300	3039	19599		84	12	12
	17.2306	3393	35398		41	27	26 1
	99.0401		38791		125	0	
	99.0402	<u>2390</u>	<u>37018</u>		141	49	38 11
		17142	212158	<u>720</u>			
Baker H. S.	01.0100	1430	13508		33	7	5 2
	04.0800C	1125	18049		33	30	15 15
	09.0101	1633	15935	681	74	23	23
	14.0303C	443	25780		17	13	13
	17.1001	<u>415</u>	<u>29767</u>		10	3	3
		5046	93039	<u>681</u>			
Plevna H. S.	01.0100	1996	12979		17	1	
	09.0101	<u>2177</u>	<u>9689</u>	<u>213</u>	21	8	4 4
		4173	22668	<u>213</u>			
Fergus H. S.	01.0100	3540	29441		73	15	13 2
	09.0101	2419	26684	880	N/A		
	14.0702	787	18061		17	17	17
		<u>6746</u>	<u>74186</u>	<u>880</u>			
Moore H. S.	09.0101	1442	14427	193	25	4	2 2
	99.0402	<u>533</u>	<u>10181</u>		13	3	3
		1975	24608	<u>193</u>			
Denton H. S.	01.0100	3389	19907		29	7	7
	09.0101	1568	13164	<u>393</u>	16	2	2
		<u>4957</u>	<u>33071</u>	<u>393</u>			
Winifred H. S.	01.0100	<u>3430</u>	<u>27036</u>		37	10	7 3
		3430	27036				

FY 1981 PLANNED AND ACTUAL EXPENDITURES
SECONDARY PROGRAMS

LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Flathead H. S.	01.0100	15539	76508		144	24	23 1
	01.0300C	1574	9331		N/A		
	04.0800C	728	15839		93	15	2 13
	* 09.0101	8320	62475	15209	562	114	49 65
	09.0203C	797	8686		24	8	2 6
	14.0702C	4957	11097		61	28	28
	17.0301	3068	16638		N/A		
	17.0302	5350	26461		63	21	21
	17.1001	1298	19267		N/A		
	17.1300	2419	22750		121	26	25 1
	17.1900	413	6684		21	5	4 1
	17.2300	1338	1042		16	9	9
		45801	276778	15209			
Bigfork H. S.	09.0101	2481	12853	388	153	43	21 22
	17.0302	1438	16272		32	12	12
		3919	29125	388			
Whitefish H. S.	09.0101	3222	46709	3340	217	100	25 75
	14.0303	1353	28851		41	8	1 7
	17.9999	672	139067		370	3	2 1
		5247	214627	3340			
Manhattan H. S.	01.0100	4528	27772		91	29	27 2
	09.0101	1423	15277	449	51	6	3 3
		5951	43049	449			
Bozeman H. S.	04.0800C	2951	27239		35	14	4 10
	09.0101	8927	67736	2904	486	113	29 84
	14.0702	177	5005		7	7	7
	14.0702C	148	18576		13	13	13
	17.1300	4249	11821		58	10	9 1
	99.0402	7777	89663		232	18	14 4
		24229	220040	2904			
Three Forks H. S.	09.0101	723	19555	494	56	18	15 3
		723	19555	494			

FY 1981 PLANNED AND ACTUAL EXPENDITURES
SECONDARY PROGRAMS

LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Belgrade H. S.	01.0100	5531	30974		83	6	6
	09.0101	3854	20478	1010	100	25	11 14
	14.0303C	928	25886		N/A		
		<u>10313</u>	<u>77338</u>	<u>1010</u>			
Garfield Co. H. S.	09.0101	1206	17466	831	36	5	5
	14.0702	459	9705		4	4	4
	99.0410		20679		N/A		
		<u>1665</u>	<u>47850</u>	<u>831</u>			
Browning H. S.	01.0100	927	11513		N/A		
	09.0101	3136	18118	1535	140	52	12 40
	14.0704		11026		33	22	3 19
	17.0302	2192	30756		N/A		
	17.1001	1239	12767		N/A		
		<u>7494</u>	<u>84180</u>	<u>1535</u>			
Cut Bank H. S.	09.0101	2159	20714	1017	70	37	17 20
	09.0202	47	4960		11	5	5
	09.0203	94	4871		34	9	3 6
	14.0702	250	16017		3	3	3
	17.0302	2503	21867		25	3	3
	17.1001	429	10759		5	3	3
		<u>5842</u>	<u>79188</u>	<u>1017</u>			
Box Elder H. S.	09.0101		45551	1746	40	8	5 3
	14.0702		45501		N/A		
	99.0410		20274		27	6	6
			<u>111326</u>	<u>1746</u>			
Havre H. S.	04.0800C	1585	21478		98	37	10 27
	09.0101	3996	27507	1024	241	55	24 31
	09.0203	1189	17898		37	27	18 9
	14.0303C	2158	22517		24	22	1 21
	17.0302	5193	24675		70	33	32 1
	17.1300	986	34503		N/A		
	99.0402	202	13911		120	17	14 3
		<u>15309</u>	<u>162489</u>	<u>1024</u>			

FY 1981 PLANNED AND ACTUAL EXPENDITURES
SECONDARY PROGRAMS

LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Whitehall H. S.	01.0100	4843	20770		63	8	7 1
	09.0101	2242	18046	863	86	19	15 4
	14.0303		23600		16	4	1 3
	17.1001	886	6682		N/A		
	99.0402	221	7347		23	5	5
		<u>8192</u>	<u>76445</u>	<u>863</u>			
Jefferson H. S.	09.0101	2716	32371	919	130	18	9 9
	14.0303	229	7709		9	6	6
		<u>2945</u>	<u>40080</u>	<u>919</u>			
Hobson H. S.	01.0100	1555	19191		29	6	6
	09.0101	1438	7548	274	33	9	5 4
	14.0303	933	6063		12	5	1 4
		<u>3926</u>	<u>32802</u>	<u>274</u>			
Polson H. S.	01.0100	1419	30091		89	15	15
	09.0101	1399	18430	469	163	44	14 30
	09.0203	304	4675		27	8	4 4
	14.0303C	406	11629		11	4	2 2
	17.1900	1186	23331		24	4	4
	99.0402	1247	40758		223	25	24 1
		<u>5961</u>	<u>128914</u>	<u>469</u>			
St. Ignatius, H. S.	17.1001	980	16468		28	16	16
	17.2300	1143	16305		8	7	7
	99.0402	827	22437		121	0	
		<u>2950</u>	<u>55210</u>				
Helena H. S.	04.0800C	7098	58584		167	38	11 27
	09.0101	10267	91295	3433	583	333	103 230
	14.0702C	4249	45118		110	59	59
	17.0302	14027	90734		194	53	49 4
	17.1001	3591	54632		221	22	22
	17.1300	2402	43666		238	54	49 5
	17.1500	3566	42056		187	26	26
	17.2306	7671	70336		222	30	30
	17.3100	556	14365		34	25	25
		<u>53427</u>	<u>510786</u>	<u>3433</u>			

FY 1981 PLANNED AND ACTUAL EXPENDITURES
SECONDARY PROGRAMS

LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Augusta H. S.	01.0100	3043	26784		66	22	20 2
	09.0101	1615	15042	158	52	25	11 14
	14.0702	936	10256		N/A		
		<u>5594</u>	<u>52082</u>	<u>158</u>			
J - I H. S.	09.0101	385	18967	682	N/A		
	14.0303	257	6444		N/A		
		<u>642</u>	<u>25411</u>	<u>682</u>			
Troy H. S.	* 09.0101	1898	7992	4141	84	54	22 32
	14.0702	593	5696		12	7	1 6
	17.1001	534	20247		N/A		
	17.2306	1680	19101		N/A		
	99.0402	208	10182		N/A		
		<u>4913</u>	<u>63218</u>	<u>4141</u>			
Libby H. S.	04.0800C	2341	18752		57	32	12 20
	09.0101	3776	27763	791	266	80	28 52
	09.0201	79	2674		15	4	4
	14.0303C	2675	11911		12	12	12
	17.0302	4721	20004		19	19	19
	17.2306	3639	33150		18	16	16
		<u>17231</u>	<u>114254</u>	<u>791</u>			
Lincoln Co. H. S.	09.0101	2156	18157	324	107	19	4 15
	14.0303	431	8091		5	4	4
	17.0302	719	16189		12	2	2
	99.0402	1725	39058		68	29	27 2
		<u>5031</u>	<u>81495</u>	<u>324</u>			
Sheridan H. S.	01.0100	2759	19423		69	16	15 1
	09.0101	2804	10745	402	84	20	7 13
	14.0303	315	3739		9	4	4
		<u>5878</u>	<u>33907</u>	<u>402</u>			
Twin Bridges H. S.	01.0100	2030	17379		43	8	7 1
	09.0101	1479	14215	624	48	5	5
		<u>3509</u>	<u>31594</u>	<u>624</u>			

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FY 1981 PLANNED AND ACTUAL EXPENDITURES
SECONDARY PROGRAMS

LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
White Sulphur Springs H. S.	09.0101	726	11738	735	44	18	8 10
	14.0702	407	7444		N/A		
	17.0302	1426	15164		25	3	3
	99.0402	<u>382</u>	<u>11145</u>		18	2	2
		2941	45491	<u>735</u>			
Missoula H. S.	01.0100	2387	42489		99	12	10 2
	01.0700	2334	42262		98	47	45 2
	04.0800C	1976	60464		413	34	15 19
	07.0303	106	11644		38	10	10
	07.9900	212	11538		15	5	5
	09.0101	10563	182363	5248	1650	480	163 317
	09.0201	113	29686				
	09.0299C	1857	36807		110	72	37 35
	14.0702C	6578	76056		104	98	98
	17.0302	4509	25985		37	33	33
	17.1001	895	16276				
	17.1300	2327	55712		104	12	11 1
	17.1500	418					
	17.2300	1697	42963				
	17.2306	895	76269				
	17.9901C	119					
	99.0402	<u>1631</u>	<u>121946</u>		1025	97	96 1
		38617	832460	<u>5248</u>			
Roundup H. S.	01.0100	2925	17915		55	10	8 2
	09.0101	1702	9862	420	80	7	7
	14.0303	567	5599		9	8	8
	17.0302	1028	7553		16	15	15
	99.0402	<u>346</u>	<u>8253</u>		26	0	
		6568	49182	<u>420</u>			
Melstone H. S.	01.0100	<u>2863</u>	<u>19810</u>		35	11	11
		2863	19810				
Park H. S.	01.0100C	3456	17041		94	18	13 5
	04.08006	438	9095		16	14	2 12
	09.0101	5159	26691	1030	209	79	26 53
	14.0702C	3237	28150		63	24	1 23

FY 1981 PLANNED AND ACTUAL EXPENDITURES
SECONDARY PROGRAMS

LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE	
Park H. S. (continued)	17.1001	1517	12285		13	6	6	
	99.0402	695	10348		132	29	29	
		<u>14502</u>	<u>103610</u>	<u>1030</u>				
Clyde Park H. S.	01.0100	3648	8230		38	11	10	1
	09.0101	912	6577	145	18	6	3	3
	14.0303	365	1577		2	1		1
		<u>4925</u>	<u>16384</u>	<u>145</u>				
Malta H. S.	01.0100	3300	22445		80	26	26	
	09.0101	2315	21020	772	65	23	9	14
	14.0702	1190	18932		N/A			
		<u>6805</u>	<u>62397</u>	<u>772</u>				
Conrad H. S.	01.0100	7874	34983		154	3	2	1
	09.0101	1664	14126	248	75	28	9	19
	14.0303	430	8232		12	8		8
		<u>9968</u>	<u>57341</u>	<u>248</u>				
Powder River Co. H. S.	01.0100	1923	20908		46	8	7	1
	09.0101	1480	25316	809	68	21	7	14
	14.0702	671	16810		N/A			
	17.9999	562	27991		N/A			
		<u>4636</u>	<u>91025</u>	<u>809</u>				
Powell Co. H. S.	01.0100	5251	26811		62	18	15	3
	09.0101	1999	17418	472	101	44	11	33
	14.0704	808	17018		12	8	2	6
		<u>8058</u>	<u>61247</u>	<u>472</u>				
Corvallis H. S.	* 09.0101	2089	8950	2910✓	86	24	11	13
	14.0702	520	8416		10	4		4
		<u>2609</u>	<u>17366</u>	<u>2910</u>				
Stevensville H. S.	01.0100	4596	29743		58	6	4	2
	* 09.0101	2101	11903	6082✓	223	132	61	71
	14.0303	175	6578		23	10		10
		<u>6872</u>	<u>48224</u>	<u>6082</u>				

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LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE	
Hamilton H. S.	09.0101	2348	16631	442	N/A			
	14.0303	749	19433		N/A			
	17.1001	919	11132		N/A			
	99.0401	<u>1531</u>	<u>43964</u>		254	21	21	
		5547	91160	<u>442</u>				
Victor H. S.	09.0101	1310	10221	270	44	24	12	12
	09.0299	338	4297		17	8	6	2
	14.0303	845	5381		8	6	2	4
	99.0402	<u>422</u>	<u>9619</u>		18	1	1	
		2915	29518	<u>270</u>				
Darby H. S.	14.0303	<u>743</u>	<u>5312</u>	—	10	8	8	
		743	5312					
Florence-Carlton H. S.	09.0101	1177	5649	312	34	4	2	2
	99.0401		<u>15161</u>		72	18	11	7
		<u>1177</u>	<u>20810</u>	<u>312</u>				
Sidney H. S.	01.0100	2571	15844		54	17	17	
	04.0800C	270	8712		23	0		
	09.0101	1375	18669	171	176	77	31	46
	14.0702C	<u>202</u>	<u>14139</u>		N/A			
		4418	57364	<u>171</u>				
Fairview H. S.	01.0100	5292	41157		63	11	11	
	09.0101	1935	12634	883	47	13	6	7
	14.0702	403	15632		5	4		4
	17.0302	<u>3226</u>	<u>18517</u>		38	17	17	
		10856	87940	<u>883</u>				
Culbertson H. S.	01.0100	2605	22374		34	7	7	
	09.0101	1153	7069	422	18	4		4
	14.0702	<u>99</u>	<u>2260</u>		9	1		1
		3857	31703	<u>422</u>				

FY 1981 PLANNED AND ACTUAL EXPENDITURES
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LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Wolf Point H. S.	01.0100	5241	32658		83	21	18 3
	09.0101	2265	21168	2438	171	70	27 43
	14.0702	569	5960		N/A		
		<u>8075</u>	<u>59786</u>	<u>2438</u>			
Bainville H. S.	01.0100	1206	14301		17	6	5 1
		<u>1206</u>	<u>14301</u>				
Forsyth H. S.	01.0100	4045	23875		68	22	21 1
	09.0101	1271	20293	1003	25	9	9 9
	14.0303	539	18916		10	9	9 9
		<u>5855</u>	<u>63084</u>	<u>1003</u>			
Rosebud H. S.	01.0100	1753	13324		29	6	4 2
	09.0101	1291	12694	387	21	8	3 5
	14.0303	446	9258		6	6	6 6
		<u>3490</u>	<u>35276</u>	<u>387</u>			
Colstrip H. S.	01.0100		26436		N/A		
	09.0101		22826	1238	N/A		
	14.0702		17924		N/A		
	99.0402		17924		N/A		
			<u>85110</u>	<u>1238</u>			
Hot Springs H. S.	09.0101	1702	12493	256	54	20	8 12
	14.0702	966	8358		33	14	6 8
	17.9999	3803	19663		106	14	12 2
		<u>6471</u>	<u>40514</u>	<u>256</u>			
Westby H. S.	09.0101		19698	79	49	9	4 5
			<u>19698</u>	<u>79</u>			
Medicine Lake H. S.	01.0100	2595	21611		50	14	8 6
	09.0101	1086	16436	1229	21	8	8 8
		<u>3681</u>	<u>38047</u>	<u>1229</u>			
Plentywood H. S.	01.0100	2775	17487		81	26	26 5
	09.0101	1091	18557	170	49	5	5 5
		<u>3866</u>	<u>36034</u>	<u>170</u>			

FY 1981 PLANNED AND ACTUAL EXPENDITURES
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LFA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Park City H. S.	01.0100	3232	26460		56	5	5
	09.0101	<u>1231</u>	<u>17475</u>	517	47	14	5 9
		4463	43935	517			
Columbus H. S.	01.0100	9033	26535		78	36	36
	09.0101	924	10901	627	29	9	9
	14.0303	<u>657</u>	<u>10044</u>		N/A		
		10614	47480	627			
Rapelje H. S.	14.0303	761	9090		11	6	6
	99.0410	<u>514</u>	<u>12477</u>		N/A		
		1275	21567				
Absarokee H. S.	01.0100	3320	17120		55	19	19
	09.0101	1363	9173	614	33	14	4 10
	14.0303	<u>280</u>	<u>10674</u>		9	3	3
		4963	36967	614			
Sweet Grass Co. H. S.	01.0100	7456	21513		54	17	13 4
	09.0101	2062	16783	629	73	60	6 54
	14.0303	<u>652</u>	<u>7123</u>		7	4	4
	99.0410		<u>23536</u>		69	12	12
		10170	68955	629			
Choteau H. S.	01.0100	2716	22773		61	37	33 4
	09.0101	<u>2233</u>	<u>11663</u>	307	47	7	3 4
		4949	34436	307			
Fairfield H. S.	01.0100	2225	17927		40	31	31
	09.0101	1399	15576	447	53	0	
	14.0704	170	10941		9	8	8
	17.0302	<u>1696</u>	<u>13750</u>		19	11	11
		5490	58194	447			
Dutton H. S.	01.0100	<u>2334</u>	<u>18018</u>		24	5	5
		2334	18018				

FY 1981 PLANNED AND ACTUAL EXPENDITURES
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LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLIMENT	COMPLETERS	MALE/FEMALE
Sunburst H. S.	09.0101		7448	64	N/A		
	17.0302	2385	23462		N/A		
	99.0402		15729		N/A		
		<u>2385</u>	<u>46639</u>	<u>64</u>			
Shelby H. S.	01.0100	4856	26394		83	7	7
	09.0101	1025	19230	1150	124	21	8 13
	14.0303	468	24097		12	12	3 9
	17.0302	<u>3956</u>	<u>29693</u>		34	13	13
		10305	99414	<u>1150</u>			
Glasgow H. S.	09.0101	4855	50653	1510	219	49	23 26
	14.0303	776	22079		27	21	4 17
	17.0302	2226	28702		21	19	19
	99.0402	<u>329</u>	<u>17434</u>		33	2	2
		8186	118868	<u>1510</u>			
Hinsdale H. S.	01.0100	3213	26723		32	10	
	09.0101	<u>625</u>	<u>11132</u>	<u>359</u>	13	0	7 3
		3838	37855	359			
Opheim H. S.	01.0100	4284	17569		20	0	
	09.0101	1414	17955	1269	25	5	4 1
	14.0704	<u>514</u>	<u>14273</u>		N/A		
		6212	49797	<u>1269</u>			
Nashua H. S.	09.0101	2548	21112	1246	51	21	11 10
	14.0303	701	2234		6	1	1
	99.0402		18892		41	7	7
		<u>3249</u>	<u>42238</u>	<u>1246</u>			
Harlowton H. S.	01.0100	4153	21326		65	15	15
	09.0101	2054	19241	1140	45	11	2 9
	14.0303	<u>673</u>	<u>5322</u>		6	0	
		6880	45889	<u>1140</u>			
Judith Cap H. S.	01.0100	2546	8330		18	2	2
	14.0702	<u>157</u>	<u>2591</u>		2	2	2
		2703	10921				

FY 1981 PLANNED AND ACTUAL EXPENDITURES
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LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Wibaux H. S.	01.0100	2876	21626		52	15	15
	09.0101	1760	16258	399	45	29	1 28
	14.0303	587	11596		7	5	5
		4636	49480	399			
Billings H. S.	01.0100	10535	55837		97	16	13 3
	04.0800C	1536	27965		11	9	3 6
	09.0201C	1851	58086		120	68	68
	09.0202C	1418	21427		22	14	14
	14.0704C	3230	45833		34	14	14
	17.0302	21898	109327		N/A		
	17.1001	7089	76637		109	61	60 1
	17.1300	2954	33972		58	17	13 4
	17.1500	3013	33409		50	15	14 1
	17.1900	4477	37377		83	30	17 13
	17.2300	5198	61721		78	22	22
	17.9902	2304	14693		30	17	10 7
		65504	576284				
Laurel H. S.	09.0101	3334	50719	1099	77	33	10 23
	14.0303	1692	10685		30	21	21
	14.0702	472	15870		N/A		
	17.0302	4013	27052		65	19	17 2
		9511	104326	1099			
Custer H. S.	01.0100	2838	23416		23	8	8
	14.0303	151	6753		2	2	1 1
		2989	30169				
Broadview H. S.	09.0101	537	7772	136	N/A		
	14.0702	325	2454		N/A		
	17.0302	2733	7793		N/A		
		3595	18019	136			
Huntley Project H. S.	01.0100	5752	41082		100	24	23 1
	09.0101	2809	32799	866	93	36	15 21
		8561	73881	866			

FY 1981 PLANNED AND ACTUAL EXPENDITURES
SECONDARY PROGRAMS

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LEA	OE CODE	STATE FUNDS	LOCAL FUNDS	FEDERAL FUNDS	ENROLLMENT	COMPLETERS	MALE/FEMALE
Shepherd H. S.	09.0101	1832	13976	255	88	17	17
	14.0303	310	4845		15	15	15
	17.0302	969	15616		18	6	
	99.0402	<u>567</u>	<u>23234</u>		132	10	6
		3678	57671	255			10
Hardin H. S.	01.0100	2600	22079		41	11	10 1
	04.0800C	156	5764		20	10	6 4
	09.0101	1950	15756	483	181	124	59 65
	14.0702C	589	10972		N/A		
	17.0302	1595	16711		45	10	10
	17.2306	<u>953</u>	<u>18555</u>		28	3	3
		7843	89837	483			
Ronan H. S.	01.0100	4449	36133		99	8	6 2
	* 09.0101	4467	27487	9832	214	69	8 61
	14.0303C	775	23640		25	7	7
	17.0302	1974	17498		75	15	15
	17.1001	978	14778		62	15	15
	99.0402	<u>304</u>	<u>15452</u>		195	8	7 1
		12947	134988	9832			
Charlo H. S.	* 09.0101	663	14344	1478	37	12	4 8
	14.0702	80	12037		8	0	
	17.9999	<u>1547</u>	<u>18826</u>		27	10	9 1
		2290	45207	1478			
Butte H. S.	14.0702	4563	19786		17	17	17
	17.0302	4091	41723		62	37	37
	17.1001	2272	48152		107	36	36
	17.1300	1927	22390		46	5	5
	17.1500	2657	23721		68	4	3 1
	17.2300	5579	50745		144	49	49
	17.3100	<u>1149</u>	<u>23937</u>		161	6	5 1
		22231	230454				
Blue Sky H. S.	09.0101	2433	22191	959	25	2	2
	17.2306	<u>2386</u>	<u>13168</u>		12	8	7 1
		4819	35359	959			
TOTAL:		846107	8943191	137389	28056	8255	

* Denotes 150 Depressed Funding

FY-81 Planned and Actual Expenditures -- Secondary Notes for Table

A. Planned and actual expenditures are the same because of the automated funding system that bases current years funding levels on previous years expenditure.

B. O.E. Code -- Office of Education Code that identifies training areas.

01.0100	Agriculture Production
01.0300	Agriculture Mechanics
01.0700	Forestry
04.0800	Distributive Education
09.0101	Consumer and Home Economics
09.0200	Wage Earning Home Economics
14.0000	Business and Office
16.0000	Technical Education
17.0000	Trades and Industries
99.0000	Industrial Arts

"C" indicates cooperative education projects

* - indicates projects that qualified for 90/10 depressed areas Home Economics Projects.

C. Enrollment counts are duplicated.

Response to Montana State Advisory
Council for Vocational Education Recommendations
for Fiscal Year 1981

I. Recommendations for Fiscal Year 1981 are as follows:

The State Council recommends to the sole state agency for vocational education that:

1. All resources available be utilized to assure continued maintenance of adequate staffing for the vocational education unit operations which are commensurate with the needs for state level leadership in vocational education.

Response: Superintendent Argenbright has not had an opportunity as of this date to respond to this recommendation.

2. Technical assistance be provided to the Legislative Fiscal Analyst on the Legislature's Postsecondary Interim Study to secure an adequate and equitable funding system for the centers.

Response: The Department of Vocational Services will provide all assistance possible to the Legislative Fiscal Analyst and the Legislative Interim Committee. We realize the positive aspects of such a study and will provide assistance, data and expertise as required.

3. A committee composed of state staff and others, including Advisory Council members, be formed to review all major vocational education project proposals to assure quality projects and best utilization of limited resources.

Response: The staff of the Department of Vocational Services reviews approximately 600 project proposals each year in many different state and federal funding areas. Project status is determined by predetermined state and federal standards, project prioritization, project application quality and staff review. The Assistant Superintendent for Vocational Services and the State Superintendent of Public Instruction must approve the allocation of funds to local educational agencies and other eligible recipients. Because of these facts and the lack of a definition of major projects it seems that the process as suggested in this recommendation would be combersome and delay the project approval process.

4. A state planning committee be appointed and utilized as required under Public Law 94-482 and further that the State Plan be (1) a compliance document and (2) more importantly, a useable state vocational planning document developed from local input.

Response: The Department of Vocational Services recognizes the importance of the State Planning Council for Vocational Education and the State Plan Committee of SACVE. Four meetings with each of these groups have been scheduled for review of the Five Year Plan for Vocational Education and the 1981

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Accountability Report. It has been determined that the five Year Plan 1983-88 will include and involve a much greater resource base than previous plans, including: local five year plans, survey materials, councils and committees and general public.

5. The Accountability Report be developed to truly assess accountability of vocational programs and services in the state by utilizing a survey, hearings, on other methods of gaining public input on vocational education.

Response: The Accountability Report is generally a financial reporting and compliance document and is viewed as such. The purpose of the accountability report is to respond to goals, objective and other material contained in the State Plan and to report expenditures for a given fiscal year. The State Plan is the major document for the implementation of adjustments, changes and proposals. It should be noted that the anticipated expansion of the Five Year Plan will have the same affect on the corresponding accountability report. The Accountability Report receives the same public review and hearing as the State Plan.

6. The state staff develop a data system for gathering information on student enrollments and completions and followup that will satisfy Federal vocational education data system requirements; provide input to SOICC for labor demand and supply reports; and provide data for better state planning of vocational programs.

Response: (a) A complete, automated system that has been designed for maintenance of student data, including completion status and follow up. It is anticipated that this system will be implemented to handle fiscal year 1983 data.

(b) All relevant data has been supplied to the State Occupational Information Coordinating Committee for inclusion in the Occupational Information System. The OIS is an automated system for the comparison of occupational supply and demand information in a format that will provide accurate and useable data for training program basis. It should be noted that the Department of Vocational Services has provided substantial support to this project and that supply data is supplied, demand data is supplied by the State Employment Security Division.

(c) It is a goal to improve data reporting for all phases of vocational education in Montana. Several activities are in process or planned to increase data reporting and use including: Use of computer terminals and printers for data collection and dissemination; implementation of the automated VEDS and the use of OIS data for Vocational program planning.

7. Labor market demand and supply data as well as industry employment reports and projections be utilized for planning vocational

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7. (continued)

education direction in the state.

Response: As previously mentioned the occupational information system which is a joint effort of: The Office of Public Instruction, State Occupational Information System, Employment Security Division, CETA, Commissioner of Higher Education and Vocational Rehabilitation, will provide the most accurate and concise system of labor market information ever available in Montana. This system will be a major asset for vocational planning in the state.

8. The state staff review and update vocational education program policies and procedures.

Response: The guidelines for vocational education are currently being reviewed and updated and the revisions will be included in the appendix of the Five Year Plan. In the future, it is anticipated that a complete set of guidelines and standards will be developed and disseminated that will include all areas of vocational funding as well as postsecondary programs. Also, program areas within the Five Year Plan will include expanded descriptions, goals and objectives.

9. The state staff continue to provide state vocational guidance leadership to schools and to encourage a strengthening of vocational and career counseling for students in secondary and postsecondary institutions.

Response: The Office of Public Instruction will assist with statewide guidance and counseling workshops in the summer of FY 1983. Also, a plan is being developed to provide career assistance centers for Montana students to assist in career selection and placement. The Department of Vocational Services has provided funding for the Montana Career Information System and will also continue to support Montana VIEW.

The Office of Public Instruction wishes to thank the State Advisory Council for Vocational Education and the Montana State Planning Council for Vocational Education for their input and assistance in relation to vocational education planning. These groups have provided vital information, comment and assistance that benefits all vocational education programs in Montana.

LOCAL ADVISORY COUNCIL PARTICIPATION

Fiscal Year 1980 and 1981 evaluations indicated the local advisory councils were not providing the desired assistance in project operations. Each project application and evaluation instrument provides guidelines and requirements for local advisory councils. During the project review and approval process, it was found that the local information provided on unemployment, job needs and future opportunities increased the effectiveness of the project. Two major projects were initiated to increase awareness and participation of local advisory councils.

- 1) Public hearing format was revised in FY 79 to include state advisory, local advisory members and community representatives. The object was to involve the local community in the planning process and to increase local participation. It is anticipated that this process will be expanded for future planning periods.
- 2) A joint effort project between SACVE, Montana State University and the Division of Vocational Services was initiated to provide information to local advisory councils. The thrust of this project is to develop a film strip and commentary that will be available upon request to every LEA in the state providing information on local advisory councils. Public participation and expanded local participation will be generated as local communities in Montana become aware of the operation and needs of local advisory councils. A new informational handbook in conjunction with SACVE will be made available to all local communities.

The major impact of local advisory council participation was to identify local needs and areas where expansion should be considered. Primary emphasis was local unemployment, community college funding, apprenticeship programs, cooperative programs, emerging needs and expanded on the job skills. Local Advisory Council input and participation will be expanded in the future.

